DOCUMENT RESUME

ED 422 481 CE 077 004

AUTHOR	Gee, Mary Kay
TITLE	LifeWork: A Welfare-to-Work Model Curriculum.
INSTITUTION	Gads Hill Center, Chicago, IL.
PUB DATE	1998-00-00
NOTE	162p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Adult Education; Adult Learning; *Basic Skills; Behavioral Objectives; Career Development; Cognitive Style; Competency Based Education; Curriculum Guides; Economically Disadvantaged; Education Work Relationship; Employer Employee Relationship; *Employment Programs; Employment Qualifications; Instructional Materials; *Job Skills; *Job Training; Labor Force Development; Learning Modules; Problem Solving; Program Evaluation; Student Evaluation; Teamwork; Vocational Interests; *Welfare Recipients; *Work Attitudes; Work Environment
IDENTIFIERS	*Welfare to Work Programs

ABSTRACT

This publication provides a model curriculum with a focus on welfare-to-work, school-to-work, and first-time employees. It emphasizes the basic competencies most valued by employers for the current and future domestic and global work force. Section 1 presents an overview of LifeWork, a performance-based transitional program that uses the participants' experiential learning and establishes connections and collaborations among participants, program staff, agencies, and businesses. Curriculum features are listed. Section 2 presents learning objective lists for these areas: environment, person, and job. A course presentation time list details anticipated presentation time for each learning objective. A list of learning objectives for a shorter (40-hour), more intensive course is provided. Section 3 provides supplementary materials: course portfolio and journal suggestions, group discussion questions, and learner log. The LifeWork course consists of three parts: "The Environment," "The Person," and "The Job." These LifeWork course parts are detailed in sections 4-11. Each section correlates learning objectives with suggested ideas, activities, and resources. Handouts provide information and student activities and exercises. Section 12 contains these assessment materials: course mastery checklist and learner and instructor self-assessments. Section 13 provides evaluation materials: midpoint course evaluation, LifeWork program evaluation, focus group evaluation, and instructor observation checklist. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

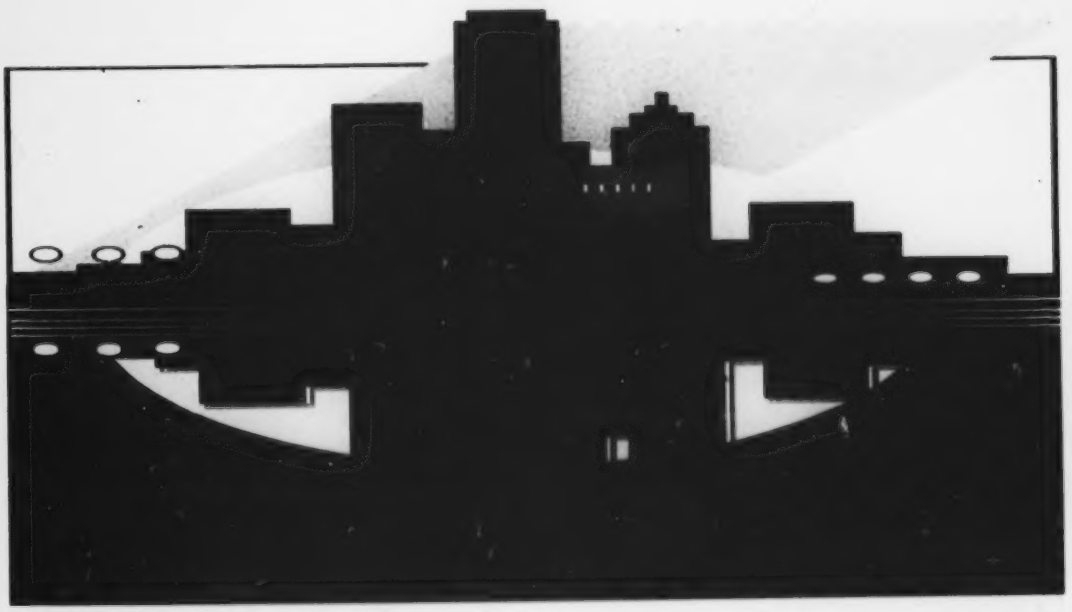
M K Gee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

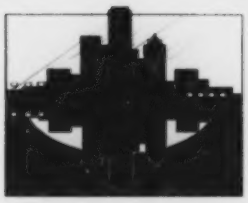
ED 422 481

LifeWork



A Welfare-to-Work Model Curriculum

CE077004

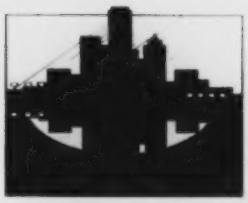


LifeWork

Developing the basic competencies most valued by employers

LifeWork is a model curriculum designed with a focus on welfare-to-work, school-to-work, and first-time employees. It emphasizes the skills necessary and desired by employers in the current, and for the future, domestic and global workforce.

by
Mary Kay Gee, M.S. Ed
Curriculum Developer and Writer



LifeWork

Developing the basic competencies most valued by employers

Table of Contents

Introduction ..... Section 1
- Overview
- Curriculum Features

Curriculum Lists ..... Section 2
- Learning Objective List
- Course Presentation Time List
- 40 Hour LifeWork Course List

LifeWork Supplementary Materials ..... Section 3
- Course Portfolio
- Keeping a Journal
- Group Discussion Questions
- Learner Log

LifeWork Course ..... Sections 4-11
- The Environment - Sections 4 and 5
- The Person - Sections 6, 7, and 8
- The Job - Sections 9, 10, and 11

Assessment Materials ..... Section 12
- Course Mastery Checklist
- Learner Self Assessment
- Instructor Self Assessment

Evaluation Materials ..... Section 13
- Mid-point Course Evaluation
- LifeWork Program Evaluation
- Focus Group Evaluation
- Instructor Observation Checklist

LifeWork

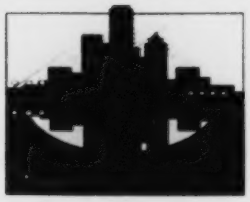
Developing the basic competencies most valued by employers

LifeWork Overview

LifeWork creates a model based on:

- presenting participants with skills and knowledge necessary for the current and future work force
- providing relevant, interactive, and interesting content and context for acquisition of the pre-employment skills
- utilizing the participant's experiential learning
- performance-based outcomes
- transitioning program participants to technical training, internships, work, and beyond through initial job readiness training
- enhancing the professional, personal, and educational well being of both course participant and his/her family
- establishing connections and collaborations between participants, program staff, agencies, and businesses

1998 M.K.Gee - LifeWork -for Gads Hill Center



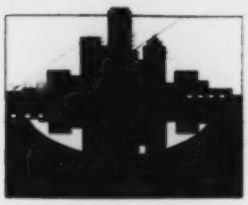
LifeWork

Developing the basic competencies most valued by employers

Curriculum Features

- multi-level
- interactive and engaging
- reflective
- provides 1-3 objectives for each idea/competency
- allows for expansion
- measurable
- relevant context
- links to self, work, home, community
- modules can be presented independently
- handouts are listed in recommended presentation order
- self-paced
- can be done independently with monitoring
- for all age groups and gender
- no cultural bias
- graphics connect to theme/competency
- journal topic corresponds to each objective

1998 M.K.Gee - LifeWork



LifeWork

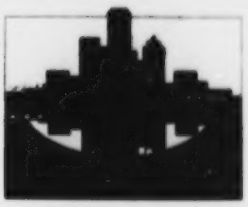
Developing the basic competencies most valued by employers

Learning Objective List -- THE ENVIRONMENT

Learning Objective --(Competency)

1. To compare the traditional and modern workplace and its changes
2. To identify the necessary workforce skills and their link to occupations
3. To describe expectations for and demonstrate responsible appearance,punctuality, and attendance
4. To discuss learning and apply learning tips
5. To identify and apply the ideas of knowing how to learn
6. To become familiar with and acquire strategies for accessing company policies, procedures, and information
7. To list ways to acclimate to a new work environment
8. To determine methods for creating and maintaining cooperative work relationships

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

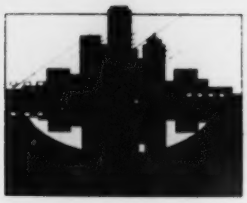
Developing the basic competencies most valued by employers

Learning Objective List -- THE PERSON

Learning Objective --(Competency)

1. To identify personal and professional strengths and preferences
2. To formulate and understand linking of short and long term educational, professional, and personal goals
3. To develop a working Career Portfolio
4. To identify and discuss how learning styles function in the workplace
5. To identify and discuss how left- and right-brain dominance functions in the workplace
6. To focus on maintaining a positive attitude for work and home
7. To connect personal qualities and job success
8. To review appropriate job resume techniques
9. To study and demonstrate interview preparation, questions, and tips
10. To become familiar with making and receiving business telephone calls
11. To develop and keep a simple budget
12. To identify the value of nutrition and health for self, work, and family
13. To provide ideas and methods for identifying, avoiding, and handling stress
14. To develop time management skills

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

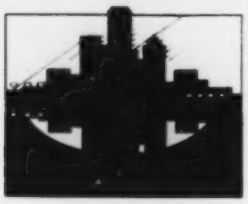
Developing the basic competencies most valued by employers

Learning Objective List -- THE JOB

Learning Objective --(Competency)

1. To become acquainted with problem solving
2. To apply the problem solving process to work and self
3. To know how to make carefully planned and effective work and personal decisions
4. To learn the purpose and aspects of a team
5. To know roles on teams
6. To recognize characteristics of effective, collaborative team members
7. To identify barriers to and gather materials for communication
8. To experience writing with a computer for work, home, and school
9. To practice workplace writing
10. To write clear, natural, and acceptable sentences
11. To effectively fill out forms and applications for work, home, and school
12. To enhance reading strategies for the workplace
13. To develop effective listening skills
14. To develop effective speaking skills

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

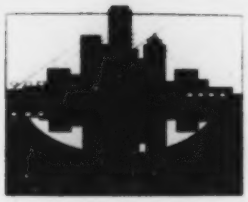
Developing the basic competencies most valued by employers

Course Presentation Time List

THE ENVIRONMENT

Learning Objective (Competency)	Anticipated Presentation Time
To compare the traditional and modern workplace and its changes	2 hours
To identify the necessary work force skills and their link to occupations	2 hours
To describe expectations for and demonstrate responsible appearance, punctuality, and attendance	2 hours
To discuss learning and apply learning tips	2 hours
To identify and apply the ideas of knowing how to learn	2 hours
To become familiar with and acquire strategies for accessing company policies, procedures, and information	2 hours
To list ways to acclimate to a new work environment	2 hours
To determine methods for creating and maintaining cooperative work relationships	2 hours

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

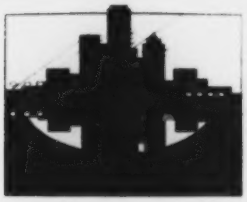
Developing the basic competencies most valued by employers

Course Presentation Time List

THE PERSON

Learning Objective (Competency)	Anticipated Presentation Time
To identify personal and professional strengths and preferences	2 hours
To formulate and understand linking of short and long term educational, professional, and personal goals	2 hours
To develop a working Career Portfolio	2 hours
To identify and discuss how learning styles function in the workplace	2 hours
To identify and discuss how left-and right-brain dominance functions in the workplace	2 hours
To focus on maintaining a positive attitude for work and home	2 hours
To connect personal qualities and job success	2 hours
To review appropriate job resume techniques	2 hours
To study and demonstrate interview preparation, questions, and tips	2 hours
To become familiar with making and receiving business telephone calls	2 hours
To develop and keep a simple budget	2 hours
To identify the value of nutrition and health for self, work, and family	2 hours
To provide ideas and methods for identifying, avoiding, and handling stress	2 hours
To develop time management skills	2 hours

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

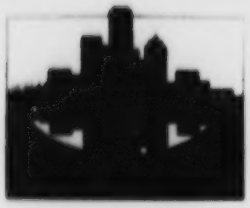
Developing the basic competencies most valued by employers

Course Presentation Time List

THE JOB

Learning Objective (Competency)	Anticipated Presentation Time
To become acquainted with problem solving	2 hours
To apply the problem solving process to work and self	2 hours
To know how to make carefully planned and effective work and personal decisions	2 hours
To learn the purpose and aspects of a team	2 hours
To know roles on teams	2 hours
To recognize characteristics of effective, collaborative team members	2 hours
To identify barriers to and gather materials for communication	2 hours
To experience writing with a computer for work, home, and school	2 hours
To practice workplace writing	2 hours
To write clear, natural, and acceptable sentences	2 hours
To effectively fill out forms and applications for work, home, and school	2 hours
To enhance reading strategies for the workplace	2 hours
To develop effective listening skills	2 hours
To develop effective speaking skills	2 hours

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

40 Hour LifeWork Course

If time necessitates a shorter, more intensive course, the following 20 learning objectives are those most crucial to pre-employment skills training.

THE ENVIRONMENT

- To identify the necessary work force skills and their link to occupations
- To discuss learning and apply learning tips
- To become familiar with and acquire strategies for accessing company policies, procedures, and information
- To list ways to acclimate to a new work environment

THE PERSON

- To identify personal and professional strengths and preferences
- To formulate and understand linking of short and long term educational, professional, and personal goals
- To identify and discuss how learning styles function in the workplace
- To focus on maintaining a positive attitude for work and home
- To connect personal qualities and job success
- To study and demonstrate interview preparation, questions, and tips
- To identify the value of nutrition and health for self, work, and family
- To provide ideas and methods for identifying, avoiding, and handling stress

THE JOB

- To become acquainted with problem solving
- To know how to make carefully planned and effective work and personal decisions
- To know roles on teams
- To recognize characteristics of effective, collaborative team members
- To practice workplace writing
- To enhance reading strategies for the workplace
- To develop effective listening skills
- To develop effective speaking skills

1998 M.K.Gee - LifeWork -for Gads Hill Center

LifeWork Course Portfolio

A folder of course materials should be kept by each learner that reflects work and progress. It will help the learner be more organized and responsible. The learner can draw from this to provide ideas and concrete evidence to potential employers.

What is it ?

- a way to engage learners in meaningful tasks that evaluate learning over time
- a supportive collection approach which is done WITH and not to learners
- a method to evaluate the application of knowledge and information
- a snapshot of a learner's best work
- a contextualized evaluation based on predetermined criteria

What are the contents ?

- Writing samples
- Speaking activities
- Journals
- Learner self-reflection
- Customized tests
- Instructor observations and comments
- Educational needs and goals
- Interview materials
- Course activity sheets

What are the benefits ?

- shows growth in learning
- builds confidence
- fosters individual responsibility for learning
- requires active and ongoing learner participation
- allows learner to receive a clear indication of progress and success
- develops higher level thinking skills
- supplies demonstrated evidence of skills
- engages learner in judging and analyzing his/her own performance

1998 M.K.Gee-LifeWork-for Gads Hill Center

Keeping a Journal

Keeping a LifeWork journal will :

- help you connect and transfer class materials and ideas to self, work, and home
- offer a method for recording your thoughts and feelings
- promote the habit of writing
- allow you to keep track of what you are learning and your progress
- provide the opportunity for critical thinking about work-place topics and skills
- serve as a place of reference for questions, issues, and concerns to share in class and /or with peers

LifeWork Group Discussion Questions

Once a week during the LifeWork course take time to discuss the program. Form groups of 3-5 and answer the following questions.

How is the class going?

What is one difficulty in participating?

What is one advantage in participating?

What challenges seem most problematic?
- -personal
- -academic
- -job-related

What is one issue or situation in which you would like the advice of your classmates?

What is one piece of advice you could share with the group?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Learner Log

① One main thing I've learned

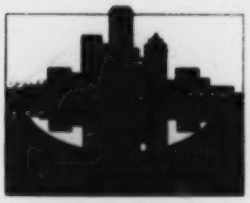
① One way I will use this on the job

① One question I want to have answered

① One idea I can use in my personal life

① One comment about the class

1998 M.K.Gee - LifeWork - for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE ENVIRONMENT

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To compare the traditional and modern workplace and its changes	-Changes in the Workplace -- handout -Past and Present: Mr. Potato Head -- handout -Cultural Differences in the Workplace -- handout -Your Cultural Slice -- handout -New Tasks for the New Workplace -- handout -Redefining the Workplace -- handout -Reflection on Change -- handout +*School To Work*, pp.446-448: Workforce of the Future;Occupations with the Largest Job Growth Journal Topic: *I'm excited about change when...*
To identify the necessary workforce skills and their link to occupations	-What Work Wants from You! -- handout -Providing the Skill Evidence -- handout -Connecting Skills to Jobs -- handout - Which Job is for Me? -- handout +*School to Work*, pp.449-452: Basic Competencies; Skills +SCANS report JT: *I could do a good job at...*
To describe expectations for and demonstrate responsible appearance, punctuality, and attendance	-Punctuality: What Do You Think? -- handout -The Survey Says -- handout + *Job Survival Skills*, pp. 7-12,15-19: Sorry Boss; Why Do You Miss Work?; Is My Timing Off? Why Bother; What to Wear?; Taking a Look at Yourself JT: *I feel special when...*
To discuss learning and apply learning tips	-Sharing Learning Experiences -- handout -Steps to Easier Learning -- handout -Six Learning Tips -- handout -The Learning Line -- handout -Picture Your Learning -- handout JT: *A difficult thing for me to learn is...*

1998 M.K.Gee - LifeWork -for Gads Hill Center

Changes in the Workplace

The traditional workplace was based on the strategy to build things as cheaply as possible. An assembly line in which workers functioned like a machine: lifting, attaching, but not thinking and acting on their own, was commonplace. Management did the thinking, gave the orders, and evaluated the end product.

The modern workplace is different. Today workers think for themselves, communicate their ideas to supervisors, make team decisions, and are responsible for self-monitoring and product accountability. Why these changes? Global competition, technological advances, economic forces, and customer service are among the reasons.

Characteristics of Traditional and Modern Workplace

	TRADITIONAL	MODERN
Strategy	▶ mass production ▶ long production runs to cut costs ▶ centralized control-1 person or group	▷ flexible production ▷ customized production ▷ authority shared with workers
Work	▶ fixed automation for efficiency end-of -line quality control ▶ employees work alone on one task ▶ authority placed in supervisor	▷ flexible automation ▷ on-line quality control ▷ work teams, multi-skilled worker ▷ authority shared with workers
Hiring and Attitude	▶ labor-management confrontation ▶ minimal qualifications accepted ▶ workers treated as a cost	▷ labor-management cooperation ▷ workers screened for basic skills ▷ workers treated as an investment
Job Ladder	▶ advancement by seniority	▷ advancement by skill ability
Training	▶ mainly for supervisors ▶ open for specialized workers	▷ training sessions for everyone ▷ multiple skill courses offered

DISCUSSION

Where Do You See The Most Changes In Society Today?
Do You Think The Changes Affect You? How?
Which do you consider positive changes? negative changes?

1998 M.K.Gee - LifeWork -for Gads Hill Center

PAST AND PRESENT: Mr. Potato Head

Objective: To demonstrate and observe the difference in the traditional and modern workplace

PART I

Instructions:

1. Find/Purchase a Mr. Potato Head game.
2. Get 4 students to volunteer to participate in the activity. Three will act as workers and one will be a supervisor.
3. Explain the role play situation -for the 70's- to the 4 participants.
   Situation: It is an assembly line process where the workers do exactly what the supervisor says. The 3 workers provide no feedback, input, comments - they don't talk. A "Just Do It" situation. Each worker will sit in a straight row at a table and put 1-2 pieces on the potato head as told by the supervisor. The supervisor will be the *only* one talking.
   You want the supervisor to give one incorrect placement so that there is 1 mistake on the potato head at the end of the process. No comments allowed!
   The end product, Mr. Potato Head, will be used in the next role play.
4. Have the remainder of the students in the class take notes on key points they observe. Use the Mr. Potato Head Record Sheet.

This first part demonstrates how workers were reliant on supervisors for all actions, behavior, thinking; basically, everything. Input was not valued and workers were not required to think.

PART II

Instructions:

1. Use the Mr. Potato Head(s) that were assembled in Part I.
2. Get 4 students to volunteer to participate in the activity. Three will act as workers and one will be a supervisor.
3. Explain the role play situation -for the 90's- to the 4 participants.
   Situation: The supervisor will conduct a department meeting and be asking questions and soliciting ideas. The topics will be: efficient production, work schedules, shift change problems, and training needs. The incorrect assembly of Mr. Potato Head will be discussed and proactive and reactive ideas and solutions investigated. The 3 workers will be very active in their participation with responses, ideas, and issues. A timeline developed and delegation and volunteering of tasks should be included in the situation.
4. Have the remainder of the students in the class take notes on key points they observe. Use the Mr. Potato Head Record Sheet.

This part should demonstrate how the present-day workers are being asked to provide input, share ideas, join in discussions, assist in the decision-making process, identify their own training needs, be responsible and self-monitoring for tasks.

1998 M.K.Gee - LifeWork

PAST AND PRESENT: Mr. Potato Head
Record Sheet

Mr. Potato Head assembly of the 70's (traditional)

-
-
-

Mr. Potato Head assembly of the 90's (modern)

-
-
-

1. What main differences did you observe?

2. Which situation did you prefer?

1998 M.K.Gee - LifeWork

Cultural Differences in the Workplace and Beyond

In today's workplace you will encounter many different kind of people on a daily basis. In the modern workplace, different is normal. There are many reasons why people are different. Biology and culture are two factors.

Biology determines our sex, color of skin, hair, and eyes.

Culture is how we view and practice life. We see it when we talk about ourselves and others. We demonstrate it when we act in various situations. We use it to interpret everyday events and how to behave at work and home.

Culture

Culture is reflected in mind style, experience, organizations, events, generation, gender, sexual orientation, profession, social class, religion, race, nation, region, neighborhood, and family.

Finish each phrase according to your cultural background:

Gender Society treats and teaches us differently according to our female or male status. A women/man is taught today to _____

_____

Family The family unit creates its own customs and rituals. At my house the holiday customs are to _____

_____

Age The particular generation in which grew up affords us unique experiences. One unique feature of my generation is _____

_____

Race The characteristics of a common genetic bond. My race is _____ and it has the following aspects: _____

_____

Organization Working together in a specific group, company, union, or club develops a unique or company culture. My organization is special because _____

_____

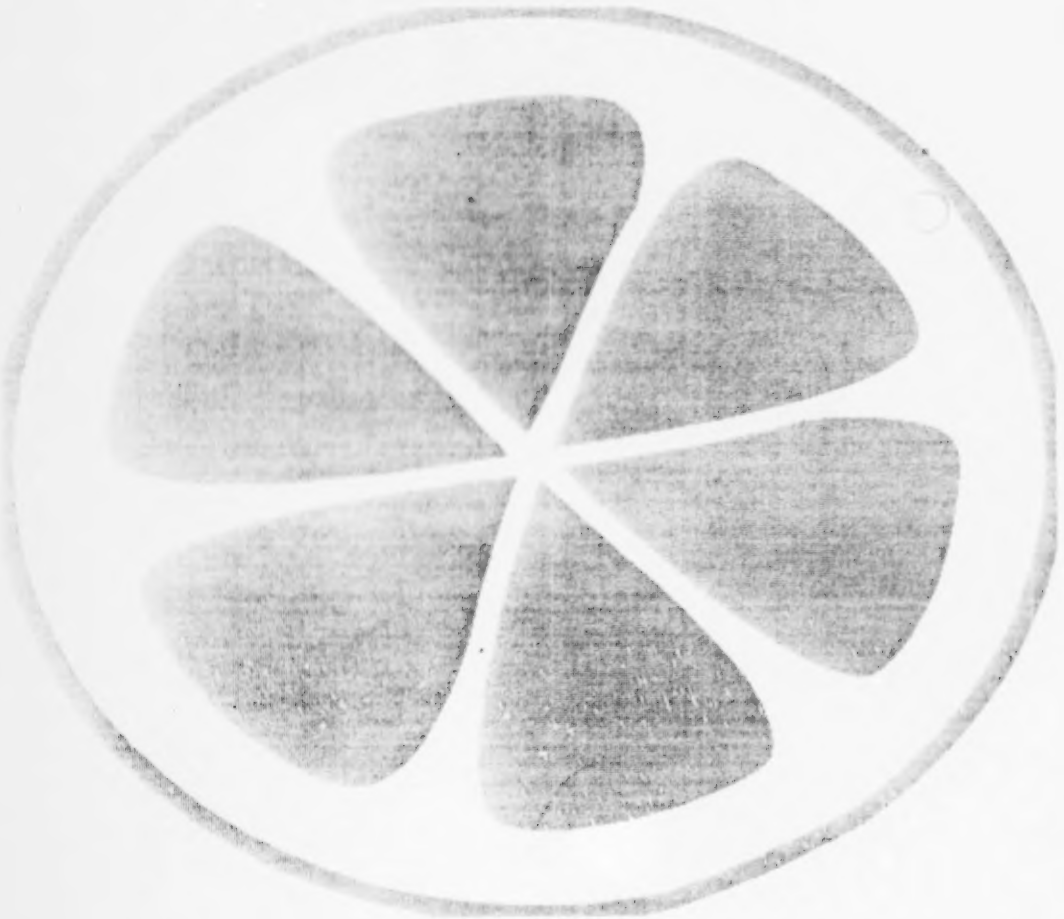
Share your responses with another classmate or as a group

Your Cultural Slice

Compare your cultural characteristics to section/slice of an orange. There are many sections that form one orange. Like an orange, each of us have many cultural sections combined to make our own cultural background. Each person's cultural slice contributes, in his/her own special way, to make up today's society.

Write on each section of the orange the things representative of you and your culture. Use ideas from the Cultural Differences in the Workplace and Beyond sheet.

Share your responses with another classmate or as a group



1998 M.K.Gee - LifeWork -for Gads Hill Center

New Tasks For the New Workplace

☑ What are some of the responsibilities that may be expected of you?

☑ How many different hats will you have to wear?

At some point, you may be asked to do two, three, or even many of the below listed tasks for just one job position. The modern workplace no longer allows for just doing or being responsible for only one task. Look at the list of tasks and answer the two questions.

1. What are some interesting job task combinations you could perform?
2. What job(s) do you know that require multiple responsibilities?

To recruit and hire employees

To train employees and co-workers

To order and purchase items

To monitor quality

To maintain records

To generate ideas for new products

To evaluate processes and people

To supervise people in various roles

To provide clerical support

To substitute for people and positions

To repair and maintain equipment

To tutor co-workers

To explain company benefits

To write reports on routine basis

To attend training sessions

To track inventory and supplies

To provide customer service

1998 M.K.Gee - LifeWork -for Gads Hill Center

Redefining the Workplace

- new computers
- new equipment
- new foreign trade
- new work teams
- new cross-training
- new products
- new international standards
- new security procedures
- new employee self-regulation
- new problem solving expectations
- new diversity of workforce
- new management styles

How have these aspects changed the workplace?

Divide into groups of 3-4, choose *two* aspects from the above list, and answer the question so that you can report to the class. Think about progression of 5, 10, 15 years ago to the present day as you respond to this question. Draw from personal, academic, and/or work experiences to develop your best response.

15 YEARS AGO 10 YEARS AGO 5 YEARS AGO

1.

2.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Reflection on Change

What personal and work experiences can you draw from that reflect change from 5-10 years ago????? What are the reasons for the changes?????

PERSONAL EXPERIENCES

	5-10 Years Ago	Reason for Change
Self:		
Family:		
Home:		

WORK EXPERIENCES

	5-10 Years Ago	Reason for Change
Job Tasks:		
Supervisor Role:		
Fringe Benefits:		

DISCUSSION:

Are these changes good? Are they bad? Is it easy to adapt to the changes? How can you best be prepared to meet these changes?

1998 M.K.Gee - LifeWork -for Gads Hill Center

What Work Wants From You!

Basic Skills:

Reading- locate, understand, and interpret information in books, manuals, documents, schedules.

Writing- communicate thoughts and information in writing memos, letters, reports, directions, graphs, flowcharts.

Listening- interpret and respond to verbal messages and other cues.

Speaking- organize and share ideas orally.

Mathematics- do simple computations and solve practical math problems.

Thinking Skills:

Problem Solving- recognize problems and come up with a plan of action.

Knowing How to Learn- understand learning processes and styles, reflection, and transfer of information and knowledge to new situations.

Reasoning and Decision Making- discover relationships amongst certain objects and situations and use the information to make decisions.

Interpersonal Skills:

Show Responsibility- meet your employer's schedule and policies in attendance, time frame, deadlines, illness, vacation.

Exhibit Integrity/Honesty- be ethical in attitude and actions.

Participate as a Team Member- contribute to group effort, work well with men and women from diverse backgrounds, share information and skills.

Serve Clients or Customers- work to keep customers happy as an individual employee, department, and a company.

Adapt Well to Change- flexible and self-managing.

What Do You Have To Give?

1998 M.K.Gee - LifeWork- for Gads Hill Center

Providing the Skill Evidence

1. List 2 specific skills you can offer to an employer

   a.

   b.

2. Describe the skills (who, what, when, where, how)

   a.

   b.

3. Discuss the results (because of these skills, this has happened)

   a.

   b.

4. State how the 2 skills can impact/help an employer or new job responsibilities

   a.

   b.

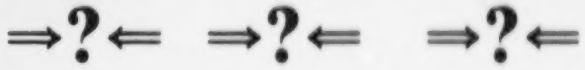
Connecting Skills to Jobs

In today's workplace there is the need for the employee to have a variety of foundation skills to effectively perform his/her job responsibilities. As you pursue your job search or develop a career plan, consider how your ability level in the stated below skills will help you connect skills to jobs.
Place a check (✓) in the column that best describes your skill ability.

	Improvement Needed	Satisfactory	Do Very Well
1. I can work well in a team/group.....	_____	_____	_____
2. I can use recognize problems and determine a plan.....	_____	_____	_____
3. I can do basic math computations of add, subtract, multiply, divide	_____	_____	_____
4. I can do math computations of fractions and percents	_____	_____	_____
5. I can read and understand warning and safety signs and notices	_____	_____	_____
6. I can skim and scan orders and instructions to retrieve necessary information	_____	_____	_____
7. I can follow direction words like compare, combine, assemble, substitute	_____	_____	_____
8. I can write messages, directions, and descriptions that others understand	_____	_____	_____
9. I can write a paragraph	_____	_____	_____
10. I can type on the computer	_____	_____	_____
11. I can operate computer programs	_____	_____	_____
12. I can give instructions and directions to others	_____	_____	_____
13. I can listen effectively and respond	_____	_____	_____
14. I can use the telephone appropriately and courteously	_____	_____	_____
15. I can problem solve individually/in team.....	_____	_____	_____
16. I can acquire and evaluate information	_____	_____	_____
17. I can report messages to others.....	_____	_____	_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Linking Occupations and Skills: Which Job is for Me?



The following activity gives you an opportunity to explore your perception of the skills needed in possible career options. In the list below are several different occupations with the largest job growth into the 21st century.

Select 2-3 occupations in which you might be interested or select your own personal choices. Write your selections in the boxes at the top of the chart. Next, write down the skills that you think are required in these positions. Discuss your ideas with a peer, teacher, colleague, friend, or counselor. If possible, find an employee in one of these occupations for discussion and/or information.

OCCUPATIONS WITH THE LARGEST JOB GROWTH: 1992-2005

- HOME HEALTH AIDES
- HUMAN SERVICES WORKERS
- COMPUTER ENGINEERS
- SYSTEMS ANALYSTS
- MEDICAL ASSISTANTS
- PERSONAL AND HOME CARE AIDES
- PHYSICAL THERAPISTS
- PARALEGAL
- TEACHERS
- CORRECTION OFFICERS
- CHILD CARE WORKERS
- INSURANCE ADJUSTERS,EXAMINERS

OCCUPATION:			
BASIC SKILLS: • READING • WRITING • MATH • LISTENING • SPEAKING • COMPUTER LITERACY			
THINKING SKILLS: • PROBLEM SOLVING • KNOWING HOW TO LEARN • REASONING • DECISION MAKING			
INTERPERSONAL SKILLS: • RESPONSIBILITY • INTEGRITY/HONESTY • TEAMWORK • SERVE CLIENTS • ADAPT TO CHANGE			

THE SCANS REPORT

In 1991, a national panel appointed by the Secretary of Labor- the Secretary's Commission on Achieving Necessary Skills (SCANS)- identified in its report five competencies and three foundation skills that potential workers must possess or achieve if they are to lead full, satisfying lives and be effective in the high performance world of work .

Five Competencies

Resources

- *Time :* Selects goal; relevant activities; ranks them; allocates time; prepares and follows schedules.
- *Money :* Uses or prepares budgets; makes forecasts; keeps records; makes adjustments to meet objectives.
- *Material and Facilities :* Acquires, stores, allocates, and uses material or space efficiently.
- *Human Resources :* Assesses skills and distributes work accordingly ; evaluates performance and provides feedback.

Interpersonal

- *Participates as a Member of a Team :* Contributes to group effort.
- *Teaches Others New Skills*
- *Serves Clients /Customers :* Works to satisfy customer expectations.
- *Exercises Leadership :* Communicates ideas to justify position ; persuades and convinces others ; responsibly challenges existing procedures and policies.
- *Negotiates :* Works toward agreements involving exchanges of resources ; resolves divergent interests.
- *Works with Diversity :* Works well with men and women from diverse backgrounds.

Information

- *Acquires and Evaluates Information*
- *Organizes and Maintains Information*
- *Interprets and Communicates Information*
- *Uses Computers To Process Information*

Systems

- *Understands Systems :* Knows how social, organizational, and technological systems work and operates effectively with them.
- *Monitors and Corrects Performance :* Distinguishes trends; predicts impacts on operations; diagnoses deviations in system performance; corrects malfunctions.
- *Improves or Designs Systems :* Suggests modifications to existing systems; develops new or alternative systems to improve performance.

Technology

- *Selects Technology :* Chooses procedures, tools, or equipment, including computers and related technologies.
- *Applies Technology to Task :* Understands overall intent and proper procedures for setup and operation of equipment.
- *Maintains and Troubleshoots Equipment :* Prevents , identifies , or solves problems with equipment , including computers and other technologies.

Foundation Skills

Basic Skills

- *Reading :* Locates, understands, and interprets written information prose and in documents such as manuals, graphs, and scheduled.
- *Writing :* Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- *Arithmetic/Mathematics :* Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- *Listening :* Receives, attends to , interprets, and responds to verbal messages and other cues.
- *Speaking:* Organizes ideas and communicates orally.

Thinking Skills

- *Creative Thinking :* Generates new ideas.
- *Decision-Making :* Specifies goals and constraints; generates alternatives; considers risks;evaluates and chooses best alternative.
- *Problem-Solving :* Recognizes problems; devises and implements plan of action.
- *Seeing Things in the Mind's Eye :* Organizes and processes symbols, pictures, graphs, objects, and other information.
- *Knowing How To Learn :* Uses efficient learning techniques to acquire and apply new knowledge and skills.
- *Reasoning :* Discovers a rule or principle underlying the relationship of two or more objects and applies it when solving a problem.

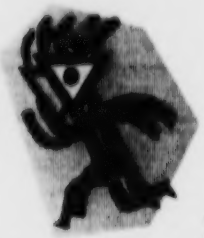
Personal Qualities

- *Responsibility :* Exerts a high level of effort and perseveres toward goal attachment.
- *Self- Esteem:* Believes in own self- worth and maintains a positive view of self.
- *Sociability:* Demonstrates understanding, friendliness, adaptability, empathy, and politeness of group.
- *Self- Management :* Assesses self accurately; sets personal goals; monitors progress; exhibits self-control.
- *Integrity/Honesty :* Chooses ethical courses of action.

Punctuality: What Do You Think?

Questions for Discussion

1. What do you think about people who tend to be late to meetings or work?



2. How does tardiness impact you? an employer? the co-worker?

3. What actions do you think are unacceptable for tardiness?

4. What processes and/or approach should be taken or implemented to avoid tardiness?

THE SURVEY SAYS...

1. Have the students brainstorm and develop 2 questions for each of the topics:
   APPEARANCE, PUNCTUALITY, and ATTENDANCE

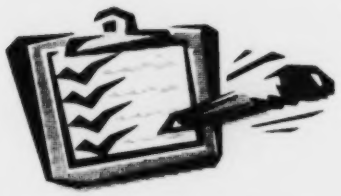
- One question that they would like to ask an employer
- One question that they would like to ask an employee

2. Have the students schedule a time to interview an employee *and* an employer/supervisor, during class time if possible, to pose their 6 questions and record responses.

3. Have the students work in groups of 2 if desired.

4. Have the students discuss their findings and make a chart showing the responses.

1998 M.K.Gee - LifeWork -for Gads Hill Center



Interview Questions

THE SURVEY SAYS...

APPEARANCE:

1.(for employer)
question: _____

answer: _____

2. (for employee)
question: _____

answer: _____

PUNCTUALITY:

1.(for employer)
question: _____

answer: _____

2. (for employee)
question: _____

answer: _____

ATTENDANCE:

1.(for employer)
question: _____

answer: _____

2. (for employee)
question: _____

answer: _____

1998 M.K.Gee - LifeWork -for Gads Hill Center

SHARING LEARNING EXPERIENCES

Spend a few minutes and complete the following questionnaire. After everyone in the class has completed his/her questionnaire, collect them all, mix up, and redistribute. Make sure no one receives back their own questionnaire. Find your questionnaire again by asking questions to others; when found, share experiences.

1. What was the last important thing you learned from your everyday experience?

_____

2. What was the last important thing you learned from an educational experience?

_____

3. What type of conditions help you learn best? _____

_____

4. What is your greatest strength as a learner? _____

_____

5. What is your greatest difficulty as a learner? _____

_____

6. What one technique do you use to help others learn? _____

_____

7. What technology have you used for learning? (TV, tapes, computers, videos)

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

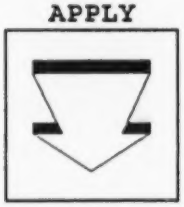
STEPS TO EASIER LEARNING

STUDY

LEARN

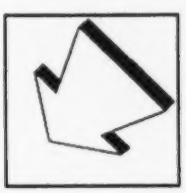
REVIEW

APPLY



EVALUATE

MORE SELF-CONFIDENCE



...THE EASIER LEARNING BECOMES!

1998 M.K.Gee - LifeWork - for Gads Hill Center

SIX LEARNING TIPS

1. KNOW HOW YOU LEARN

2. COMBINE HOW AND WHY AND WHAT YOU LEARN

3. APPLY VARIOUS LEARNING ACTIVITIES TO MEET YOUR NEEDS

4. UTILIZE ALL YOUR SENSES IN LEARNING ANYTHING

5. APPLY HOW YOU LEARN TO ALL NEW SITUATIONS

6. BE FLEXIBLE IN YOUR THINKING & LEARNING

FOLLOW UP
What learning tips can you cook up? List and Share

1998 M.K.Gee - LifeWork -for Gads Hill Center

The Learning Line

A. Divide into groups and assign each a different line. The lines are:

- Learning is like a box because
- Learning is like a tree because
- Learning is like exercising because
- Learning is like the sun because
- Learning is like stairs because
- Learning is like a car because
- Learning is like a porcupine because
- Learning is like the Chicago Bulls because

B. Have the groups talk and decide together how they will finish the line.

C. Encourage them to draw an illustration to support or enhance the line meaning.

D. Record on flip chart paper.

E. Ask the students to present their illustration and line with the class.

F. As an extension to this activity, substitute the word "working" for learning.

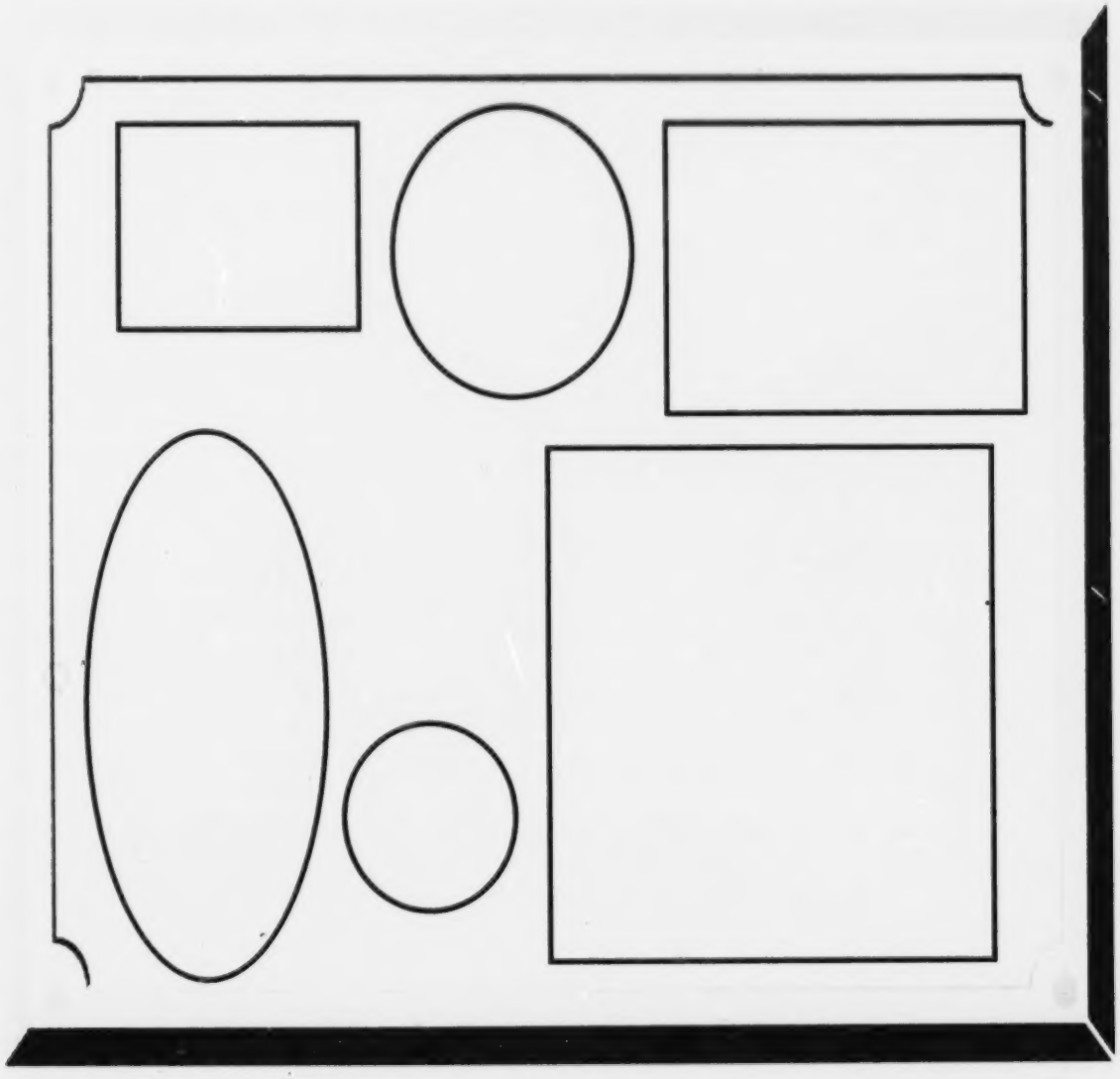
The Learning Line

1998 M.K.Gee - LifeWork -for Gads Hill Center

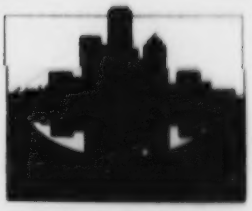
PICTURE YOUR LEARNING

OBJECTIVE: To reflect on "self-as-learner"

Think about the learning discussions, questionnaire, tips, and steps that you have studied. Represent what you have discovered about your learning through drawing pictures, symbols, words, or designs. Be as creative and imaginative as you can to describe yourself. Put all your representations inside the picture frame and/or shapes. Share and explain your picture.



1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

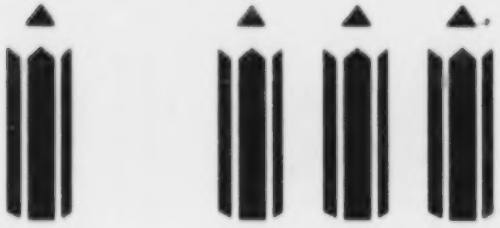
Developing the basic competencies most valued by employers

THE ENVIRONMENT

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To identify and apply the ideas of knowing how to learn	-Great Learning Tips -- handout -The Learning Circle -- handout -Outcomes of Knowing How to Learn -- handout -Learning Case Study -- handout +*School to Work*, pp.519-529, 545: Note-taking Skills; Learning Logs; Writing to Learn; Think Operations Journal Topic: *I'd like to brush up on...*
To become familiar with and acquire strategies for accessing company policies, procedures, and information	-Benefits: What Are They? -- handout -The Employee Handbook: What's In It? -- handout -Five Strategies for Accessing Information -- handout -Mission Possible: Gaining Information -- handout JT: *I feel confident when I can...*
To list ways to acclimate to a new work environment	-A Winning Work Behavior -- handout -Do I Have Good Work Habits? -- handout +*Job Survival Skills*, pp. 99-105: Initiative; Do You Show Initiative?; Initiative Has its Benefits +*School To Work*, p. 454: Traits of a Successful Worker JT: *The sky is the limit when I...*
To determine methods for developing and maintaining cooperative work relationships	-Phrases that Define Your Work Behavior -- handout -Cooperative Work Relationships -- handout -3 Winning Work Approaches -- handout +*Job Survival Skills*, pp. 21-38: Different Types of Bosses; Pressures on the Boss; Accepting Orders and Criticism; Identifying Behaviors; Understanding Your Attitudes JT: *When I get in a pickle, I...*

1998 M K Gee : LifeWork for Gads Hill Center

Great Learning Tips



PRE-LEARNING TIPS

TIPS	AGREE	DISAGREE	WHY?
You should not try to learn too many ideas at once			
You should be organized			
You should make sure you understand the assignment			
You should set reasonable time limits for yourself			

LEARNING TIPS

TIPS	AGREE	DISAGREE	WHY?
You should give yourself enough time to do a good job			
You should break large sections into smaller parts			
You should balance hard with easy learning tasks			
You should concentrate only on your task at hand			
You should place reading material at a 45° angle			
You should build on what you already know			
You should pace yourself and spread out learning time			
You should stick with your task, whether you like it or not			
You should seek help if you don't understand something or if you are having difficulties			
You should enjoy your learning time!			

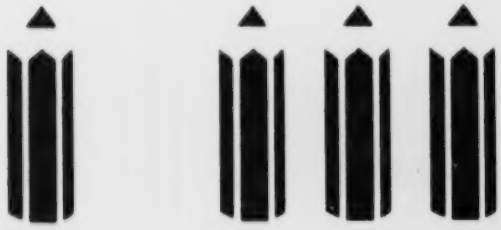
1998 M.K.Gee - LifeWork -for Gads Hill Center

POST-LEARNING TIPS

TIPS	AGREE	DISAGREE	WHY?
You should allow time for information to soak in			
You should review the material on a daily basis			
You should make studying a habit			
You should maintain a positive attitude about learning			
You should get to know others, classmates, co-workers who value learning as you do			
You should learn to use free moments: standing in line, waiting for someone			

DISCUSSION

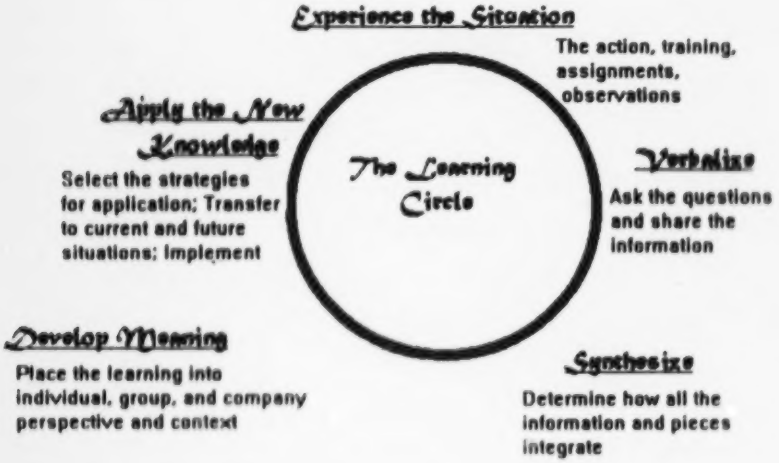
- Choose 1 tip from each group that is most important to you
- Choose 1 tip from each group that is important to the workplace
- Choose 3 tips that are hard for you to apply
- Choose 3 tips that are easy for you to apply



1998 M.K.Gee - LifeWork -for Gads Hill Center

○○○○○ The Learning Circle ○○○○○

Every situation you encounter or are involved in at work, home, or school impacts your learning. Everything has some element of learning. The process in which you stop and think about how you learn is called *knowing how to learn.* It is when you can generalize from particular learning instances. This process is cyclical, thus The Learning Circle, and is what you should apply to all learning to be the most successful learner.


Experience the Situation
The action, training, assignments, observations
Verbalize
Ask the questions and share the information
Synthesize
Determine how all the information and pieces integrate
Develop Meaning
Place the learning into individual, group, and company perspective and context
Apply the New Knowledge
Select the strategies for application; Transfer to current and future situations; Implement
The Learning Circle

As you learn, ask yourself the following questions:

1. *Experience the Situation*: What is going on?
2. *Verbalize*: What happened? How did you feel?
3. *Synthesize*: How does it all fit together? How was it significant?
4. *Develop Meaning*: What might I draw from this? How does this relate to other experiences
5. *Apply the New Knowledge*: How am I going to use this learning? How does this apply to my world?

1998 M.K.Gee - LifeWork -for Gads Hill Center

○○○○○ The Learning Circle ○○○○○

○ → Experience the Situation → Verbalize → Synthesize → Develop Meaning → Apply the New Knowledge → ○

APPLICATION

Choose a situation and discuss how you went through the learning circle process. Did it work? Did it make a difference?

- Reading a travel brochure for a trip, vacation
- Planning a dinner
- Cooking with a new recipe
- Putting a toy together
- Watching a soccer, baseball, or football game

DISCUSSION

Why is *knowing how to learn* important in a work, personal, or academic environment?

Outcomes of Knowing How to Learn

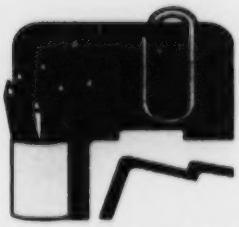
Lifelong learning has become a necessity. Because learning itself involves skills, understanding, and processes that can be acquired, learned, and taught one can always *know how to learn* more effectively and efficiently at any age.

The person who understands *knowing how to learn* displays the following:

Knowing How to Learn	Can you demonstrate this? Have you acquired this? Give specific comments/examples
1. How to assess his/her strengths and weaknesses	
2. How to use his/her learning style (Visual, Auditory, Tactile)in work and learning situations	
3. How to break down barriers blocking learning	
4. How to create the best learning conditions	
5. How to learn from daily experiences	
6. How to transfer learning experiences from one situation to another	
7. How to learn from various forms of media (TV, computer, radio)	
8. How to learn from peers, supervisors, friends, tutors, mentors	
9. How to assist others in learning	
10. How to negotiate personal and professional bureaucratic systems	

1998 M.K.Gee - LifeWork -for Gads Hill Center

Learning Case Study



Your supervisor approaches you and requests that you start using a new piece of equipment that was purchased two weeks ago.

You've only spent 15 minutes with the supervisor discussing the equipment when it first arrived. You discussed how this would increase productivity for you and the company.

You have an equipment manual at the workstation, but are unsure how to use it, how to understand the technical vocabulary, or where to start. You wish you had more time with your supervisor.

Write your reaction to this situation. Include all your *knowing how to learn* and Learning Circle ideas. Describe your action steps.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Benefits: What Are They?

Companies, in addition to a salary, provide employee benefits. This is to attract workers and provide loyalty to the company.

A. How would you find out this information? Who would you most likely contact? What can you fill in?

Benefits	*Definition*	*Of Interest to Me? Why/Why Not?*	*Company Pays*	*I Pay- How Much?*
Health Insurance ♥				
Life Insurance $				
Disability ✉				
Retirement ▢				
Child Care				
Paid Sick Leave ✚				
Paid Vacation and Holidays ✈				
Tuition Reimbursement 🕮				

B. Call or visit the Human Resource Department in your company, professional field, or in one of your job considerations. Inquire about the above benefits. Explain who you are and why you are calling. Call or visit as a group if it is more effective.

1998 M.K.Gee - LifeWork -for Gads Hill Center

The Employee Handbook
What's In It?

DISCUSSION

- What is an employee handbook?
- What information do you think is included in an employee handbook?
- Who receives one?
- Where is it located?
- Why is the employee handbook important?

Using a sample company employee handbook, do the following:
a) ✓ Check to see if the item is addressed in the handbook
b) ✎ Write the answer to the stated question

1. ___ Holidays -- how many days per year? _____
2. ___ Telephone Calls -- can you make personal calls? _____
3. ___ Mission Statement -- what is the company mission? _____
4. ___ Overtime -- do you receive compensation in money or in time off? _____
5. ___ Paycheck -- how often do you receive one? _____
6. ___ Emergency Leave -- how is emergency defined? _____
7. ___ Smoking -- can you smoke at work? ____
8. ___ Appearance -- can you wear jeans? ____ hats? ____ jewelry? ____
9. ___ Personnel Record -- who keeps them? Is it confidential? _____
10. ___ Termination -- name one reason for being released _____
11. ___ Travel -- can you be paid back for travel expenses? _____
12. ___ Orientation Period -- how long is it? _____
13. ___ Work Week -- how many hours for a full time person? _____
14. ___ Absences -- is a phone call necessary? _____ to whom? _____

1998 M.K.Gee - LifeWork -for Gads Hill Center

5 Strategies for Accessing Information

As a professional employee, there are certain strategies that will help you successfully, and with minimum frustration, gain the information you are seeking. Whether you are a job seeker, a new hire, or a long-term employee, finding the right methods and approaches to gain information is essential. The information may range from inquiring about a company to dates for technical training. Try to always use these 5 strategies.

① WHERE DO I GO ?
(exact location)

② WHO DO I SPEAK TO ?
(accessing correct person)

③ WHEN DO I CONTACT THEM ?
(time and means mutually appropriate)

④ WHAT DO I ASK ?
(specific questions, ready and written)

⑤ HOW DO I SPEAK TO THEM ?
(professional and personal courtesy)

DISCUSSION

Why do you think these 5 strategies are necessary?
What do you do when you try to find out specific information?
Which of these do you think is the most difficult to perform?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Mission Possible: Gaining Information

ASSIGNMENT:

1. Brainstorm, as a group, a list of different types of necessary work information. This could be concerning benefits, company procedures, training schedules, vacation days, or any other work-related issue.

2. Divide into smaller groups of 2 or 3; decide on a topic to investigate.

3. Use the *5 Strategies for Accessing Information* sheet as a guide. Record your answers on the sheet.

4. Contact a business and get the information you need.

5. Report back to the large group on your findings.

DISCUSSION

What worked?
What didn't work?
What suggestions can you give for future use?

1998 M.K.Gee - LifeWork -for Gads Hill Center

A WINNING WORK BEHAVIOR

Be an observer
- Listen attentively
- Watch closely
- Think before speaking

Be punctual and reliable
- Get to work on time
- Meet work deadlines
- Call in for illness and tardiness

Adopt the right attitude
- Be positive
- Don't gossip
- Avoid negative people
- Model respected employees

Manage your expectations
- Don't expect too much too soon
- Control initial frustrations, exercise patience
- Focus on own performance

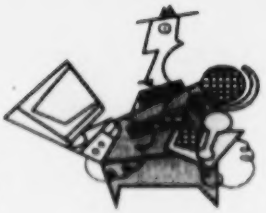
Learn company culture
- Follow stated company policy
- Learn the unspoken, informal rules
- Understand the appropriate work ethic and social norms

Study, study, study
- Master the tasks of your job
- Acquire the knowledge, skills, and abilities you need

DISCUSSION

Rate the top 3 items you would like to emphasize and follow
List the top 3 items you think might be difficult to follow
Determine the top 3 items that are most commonly broken

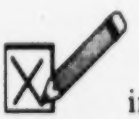
1998 M.K.Gee - LifeWork -for Gads Hill Center



Do I Have Good Work Habits?

Good work habits are essential for your work and personal life. Read the statements below and decide how they apply to you.

Work Habits	Often a Problem	Sometimes a Problem	No Problem
1. I am easily distracted when being given instructions			
2. I don' know how to access information for a task			
3. I find it difficult to start tasks on time			
4. I start on time, but without a good plan			
5. I am confused as to what should actually be done			
6. I become easily sidetracked			
7. I like to socialize a lot			
8. I can't prioritize well			
9. I have difficulty judging the length of time for tasks			
10. I put off major work until later in the day			
11. I can't locate an appropriate place to work			
12. I can't organize materials needed to complete tasks			
13. I submit work at the last minute or after deadline			
14. I don't review my work upon completion			

If you have a lot of  in the first 2 columns, you should work on improving or look for support in acquiring better work habits. Identify a plan or person to assist you in this endeavor.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Phrases That Define Your Work Behavior

- Do understand that you may not start at the top and you have to "pay your dues"
- Do offer a "helping hand"
- Do "go the extra mile" to be pleasant
- Do "expect the unexpected" in job tasks
- Do "walk a mile" in their shoes
- Do accept being " the new kid on the block"
- Do "keep your opinions to yourself"
- Do try "to fit in" with your co-workers
- Do support your boss: "just do it"

DISCUSSION

Which of these phrases do you find most helpful? Which do you do well? Which would you pass on to a friend? What phrases can you add to the list?

COOPERATIVE WORK RELATIONSHIPS

To enjoy your job, support your company, and be an effective employee, developing good working relationships is essential. Study and discuss the following tips. These tips will facilitate your development of cooperative work relationships.

Participate in meaningful conversations

Appreciate the uniqueness each employee contributes

Acknowledge the ideas of others

Trust co-workers and company personnel

Support the work of others in various ways

Learn from others whenever possible

Respect other opinions

Consider team/group effort before individual effort

DISCUSSION

1. Which are easiest to do?
2. Which are most difficult to accomplish?
3. Which do you think are most valuable?
4. Have you ever seen these tips in action? When? Where? How?

1998 M.K.Gee - LifeWork -for Gads Hill Center

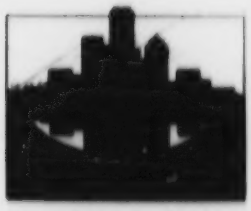
3 Winning Approaches for Work
Developing a Cooperative and Positive Work Environment

Write 3 ways to demonstrate good work habits as a new employee.

List 3 things you would do during your first week on the job.

Create 3 questions you might ask your co-worker to help clarify your job tasks as you start your new job.

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE PERSON

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To identify personal and professional strengths and preferences	-Identifying Your Strengths -- handout -What Can I Offer? -- handout -My Job Choices -- handout -Determining Job Preferences -- handout -Draw Your Job -- handout Journal Topic: *I would like the same job as...*
To formulate and understand linking of short and long term educational, professional, and personal goals	-Goals: Thinking About Life -- handout -A Plan for Achieving Your Goals -- handout -Goal Affirmations -- handout -Goal Checklist -- handout +*Job Survival Skills*, pp.106-112: Goal Setting; Setting a Specific Goal; Identify Obstacles and Mind Binders; Evaluate Progress +*School to Work*, pp. 460-465: Setting Goals; Connecting Short and Long Term Goals JT: *I dream that one day...*
To develop a working Career Portfolio	-Why Do I Work? -- handout -Organizing Your Career Plan -- handout -Education and Future Plans -- handout -Job Leads and Business Contacts -- handout JT: *Someday I would like to work as a...*
To identify and discuss how learning styles function in the workplace	-Working With Your Learning Style -- handout -A Workplace Inventory -- handout -Characteristics of Sensory Preference Dimensions --handout -Strategies to Help You Learn and Remember -- handout JT: *It's curtains for me when the boss....*
To identify and discuss how left- and right-brain dominance functions in the workplace	-Determining Your Brain Dominance -- handout -Left/Right Brain Self-Assessment -- handout -Characteristics of Analytic-Global Dimensions -- handout JT: *I'm a star at...*

1998 M.K.Gee - LifeWork -for Gads Hill Center

Identifying Your Strengths

1. Do you rely on your family and friends to prompt you to complete tasks?
Yes ___ No ___ If no, ...your *STRENGTH*: Work well independently

2. Do you get bothered by strict deadlines, multi-tasks, and pressure?
Yes ___ No ___ If no, ... your *STRENGTH*: Work well under pressure

3. Do you do additional work on tasks or assignments with no prompting?
Yes ___ No ___ If yes, ... your *STRENGTH*: Take initiative

4. When you decide to do something, do you follow through with it?
Yes ___ No ___ If yes, ... your *STRENGTH*: Achievement-oriented

5. Do you tend to provide support and direction in group situations?
Yes ___ No ___ If yes, ... your *STRENGTH*: Leadership qualities

6. Do you get along well in groups of people and with all types of people?
Yes ___ No ___ If yes, ... your *STRENGTH*: Good interpersonal skills

7. Can you express your thoughts effectively on paper and in person ?
Yes ___ No ___ If yes, ... your *STRENGTH*: Strong communication skills

8. Have you had to assume responsibility for others ?
Yes ___ No ___ If yes, ... your *STRENGTH*: Management skills

9. Can you break a problem down to determine solutions, options, and action ?
Yes ___ No ___ If yes, ... your *STRENGTH*: Problem solving skills

FOLLOW UP: What specific examples prove your strengths ?

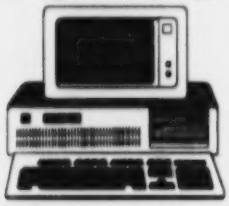
Which strengths do you like most to emphasize?

1998 M.K.Gee - LifeWork -for Gads Hill Center

WHAT CAN I OFFER?
Talents, Skills, and Strengths

TALENTS
What things do you learn or have learned quickly and well? It feels natural and you're confident. (example: music, writing, interacting with people, art). List below.

SKILLS
What tasks, processes, or quality are you good at? (example: using a computer, fixing things, cooking a meal, organizing a party). List below.



STRENGTHS
After looking at your skills and talents, what strengths emerge from the combinations? Your personal and professional strengths are developed by your natural talents and skills. What strengths could you confidently say, and tell an employer, that you possess and bring to the workplace? List below.

Keep this list for your resume and interviews.

1998 M.K.Gee - LifeWork - for Gads Hill Center

MY JOB CHOICES

1. Circle the words that best reflect your personality, skills, and choices for a satisfactory work environment.

flexible hours	writing	quiet
outdoors	sit	casual dress
multi-tasks	share ideas	follow directions
talking	numbers	set schedule
people	uniform	products
assembly	modern office	inside
independence	computers	give instructions
tools	noisy	learn new skills
routine	stand	might get dirty
movement	dress clothes	reading

2. Check three words that are extremely important to you.
3. Find some in the class with similar choices.
4. Match a particular job to your chosen skills.
5. Share, reflect, discuss with peers and class.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Determining Job Preferences

I would like a job where...

1. ___ I work alone
   ___ I work in a team
2. ___ I am responsible for just one main task
   ___ I am responsible for multiple tasks
3. ___ I can make decisions
   ___ I rely on others to make decisions
4. ___ I work with the public
   ___ I am not involved with direct services
5. ___ I have to do very little planning
   ___ I plan and monitor tasks
6. ___ I work with a variety of people
   ___ I work with the same people on a daily basis
7. ___ I work with individuals of the same age group
   ___ I work with individuals of all age groups
8. ___ I interact with people more skilled than me
   ___ I work with people on the same skill level
9. ___ I work at the same speed and structure without change
   ___ I can vary my work speed and structure
10. __ I draw on only one main skill or talent
    ___ I draw on many skills and talents

DISCUSSION

- What did you discover about yourself and job preferences?
- What type of jobs exist for your preferences?
- Do you think the job you would prefer is immediately available or do you need to gain more skills? more education?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Draw your job DRAW YOUR JOB draw your job

Your interests and features of your personality are very important to consider as you conduct your job search. It is important to know these two so you can choose a job in which you will be comfortable and do your best.

APPLICATION:
Draw pictures or write words that best illustrate or describe your job and personal interests, personality, and skills. Give your paper to a friend and have them look at your pictures and work. Both give advice on possible career choices.

1998 M.K.Gee - LifeWork -for Gads Hill Center

GOALS : THINKING ABOUT LIFE

EDUCATION

1. Would you like to receive training for a specific job? _____
2. Would you like to improve yourself educationally? _____
3. Would you like to pursue a degree? _____
4. Would you like to take classes related your interests and hobbies? ____

CAREER

1. Would you like to develop a profession? _____
2. Would you like to get a job in a particular field? _____
3. Would you like to obtain job promotions? _____

PERSONAL

1. Would you like to make new friends? _____
2. Would you like to join teams, clubs, organizations? _____
3. Would you like to purchase a car and/or home? _____
4. Would you like to spend more time with your family? _____

COMMUNITY

1. Would you like to volunteer on occasion to help others? _____
2. Would you like to work on improving your neighborhood? _____
3. Would you like to be an active member in community affairs? _____

DISCUSSION

What other goals are important to you in your personal and professional life?
Which are short term goals and which are long term goals for you?

1998 M.K.Gee - LifeWork -for Gads Hill Center

A PLAN FOR ACHIEVING YOUR GOALS

SHORT TERM GOALS

1. BARRIERS THAT I MIGHT ENCOUNTER:

2. MOTIVATING APPROACHES TO DEAL WITH THE BARRIERS:

3. POSITIVE HABITS TO ASSIST ME IN REACHING MY GOAL:

4. WHO CAN HELP ME IN MY PURSUIT?

5. POSITIVE STATEMENTS TO GUIDE ME:

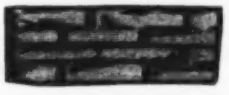
6. HOW I SEE MYSELF UPON COMPLETION OF GOAL:

1998 M.K.Gee - LifeWork -for Gads Hill Center

A PLAN FOR ACHIEVING YOUR GOALS

LONG TERM GOALS

1. BARRIERS THAT I MIGHT ENCOUNTER:



2. MOTIVATING APPROACHES TO DEAL WITH THE BARRIERS:

3. POSITIVE HABITS TO ASSIST ME IN REACHING MY GOAL:

4. WHO CAN HELP ME IN MY PURSUIT?

5. POSITIVE STATEMENTS TO GUIDE ME:

6. HOW I SEE MYSELF UPON COMPLETION OF GOAL:

1998 M.K.Gee - LifeWork -for Gads Hill Center

GOAL AFFIRMATIONS

Choose a saying on a routine basis to motivate, encourage, and light your way as you pursue your goals. Write it down, say it, and pass it along!

- Say: "Every day, in every way, I am getting closer and closer!"
- Always tell yourself that you can reach your goal -- no problem!
- Have a goal and believe in it. Strong dreams always come true!
- A day without laughter is a goal-less day!
- Stimulate yourself and others to be happy and fulfilled !
- The road to your goal may be winding, but travel on!
- Aim high in hope, goals, and work!
- Water what you want to grow!
- Every day count one of your successes!

Your own goal affirmations:

1998 M.K.Gee - LifeWork -for Gads Hill Center

GOAL CHECKLIST

WHAT ARE YOUR TOP THREE GOAL PRIORITIES?

DOES YOUR DAILY LIFE REFLECT PROGRESS TOWARDS THESE GOALS?

Goal #1	Action/Task	Projected Finish Date	Am I Making Progress?	Date Goal Met	Evaluation/ Degree of Success

Goal #2	Action/Task	Projected Finish Date	Am I Making Progress?	Date Goal Met	Evaluation/ Degree of Success

Goal #3	Action/Task	Projected Finish Date	Am I Making Progress?	Date Goal Met	Evaluation/ Degree of Success

1998 M.K.Gee - LifeWork -for Gads Hill Center

Why Do I Work?

There are numerous reasons for obtaining and maintaining a job. People have different needs that work can fill. Work plays a big role in our life and since we spend so much time at work, it is important that we understand why we work and we enjoy it. It may also be that we have to work at less favorable jobs as we pursue our career goals.
In all of our job changes and stages, it is highly advisable that you have a CAREER PLAN and VISION to organize and support your pursuits.
As you develop a Career Plan and Plan of Action, you will want to determine your reasons for working and what type of jobs and people assist in your goals.

CHECK THE 5 MOST IMPORTANT REASONS TO YOU FOR HAVING A JOB:

____ a. To be with other people
____ b. To support my family
____ c. To further my education
____ d. To earn money to be independent of other financial sources
____ e. To utilize my current skills and talents
____ f. To save for retirement
____ g. To earn a lot of money
____ h. To acquire new information and skills
____ i. To avoid being bored
____ j. To help other individuals
____ k. To gain respect for myself and by others

DISCUSSION

- Ask a family member or friend to rate you and see how closely you match the responses.
- Were your responses from a present day or future perspective?

ORGANIZING YOUR CAREER PLAN

Create A Career Plan For Yourself As You Progress In Your Job Search And Beyond. A CAREER PLAN SHOULD INCLUDE THE FOLLOWING ITEMS:

1. *Description of desired work*
   - ✓ list of specific jobs
2. *Education necessary to acquire these jobs*
   - ✓ list of specific workshops, training, and courses for certification or degree
   - ✓ list of institutions and sites where courses are given
3. *Work experiences needed to reach career goal(s)*
   - ✓ list of people, places, and organizations for contact and research
4. *Documentation of past accomplishments*
   - ✓ list and copies of academic courses, academic diplomas, awards, past jobs
5. *Agencies, organizations, and people to assist in achieving goal(s)*
   - ✓ list of community leaders and agencies
   - ✓ list of available support services and people to access
6. *Plan do Action to complete and maintain*
   - ✓ list of detailed and broad steps to take
   - ✓ list of dates for action and goal completion
   - ✓ list of skill tests, interviews needed, internships, classes

DISCUSSION

- What do you already have collected?
- What will be easy to do? to find? to access? difficult to accomplish?

1998 M.K.Gee - LifeWork - for Gads Hill Center

Education and Future Plans

A. Educational course work I have completed:
(include title, description, dates, location)

1. _____

2. _____

B. Courses I need to take:
(include title, description, dates, location)

1. _____

2. _____

C. Training, certificates, or degrees I have or would like to obtain:

1. _____

2. _____

D. Tutoring I would like to have:
(include purpose, academic subject, schedule)

_____

E. Educational sites most convenient to me:

1. _____

2. _____

F. Family, Work, and/or Financial considerations:

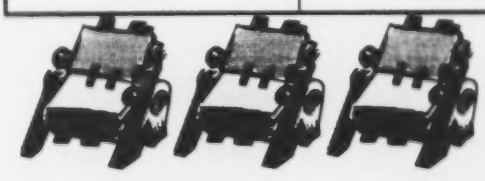
1. _____

2. _____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Job Leads and Business Contacts

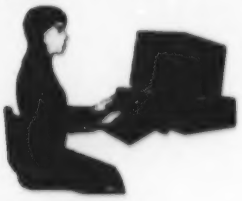
Person or Place	Address, Title, Phone	Reason for Contact	Results
1.			
2.			
3.			
4.			
5.			



1998 M.K.Gee - LifeWork -for Gads Hill Center

Working With Your Learning Style

VISUAL



TACTILE

AUDITORY

In order to understand and maximize your learning potential, it is important to discover how you learn best and use this knowledge to work for you. You will be most successful at work, education, and home when you take responsibility for knowing your learning style and for choosing techniques that work best for you.

Usually, people have a preferred style, but we all use a combination of styles to help us learn and remember. Using all your styles (senses) helps you remember information more effectively. Identifying your styles and the styles of the people at work and home will make you interact more effectively and successfully.

1st: APPLICATION

a. Complete the self-assessment *A Learning Style Inventory for the Workplace* to discover your preferred learning style.
b. Review and discuss *Characteristics of Sensory Preference Dimensions.*

2nd: FOLLOW UP

a. Form groups and put together a simple object by using available scrap, discarded, or recycled materials. You may want to make a boat, a building, an animal, anything that is appropriate to the task.
b. The goal of the task is to observe everyone's learning style as they are involved in the process of creating something. Discussion about the observed learning styles is held after the process is completed.

3rd: DISCUSSION

a. What was the group interaction like?
b. Were your group members able to effectively work together?
c. Did you find yourself combining the three styles as you worked?

VISUAL

TACTILE

AUDITORY

1998 M.K.Gee - LifeWork -for Gads Hill Center

A LEARNING STYLE INVENTORY FOR THE WORKPLACE

The ways in which our brains most successfully take in information are rooted in physical preferences. The three main sensory preferences are:

1. Auditory - learns best by listening and discussing
2. Visual - learns best by reading, examining, and seeing
3. Tactile/Kinesthetic - learns best by handling, touching, moving, doing, and experiencing

Everyone has sensory preferences. However, many people have a balance between two or three of the sensory modes. It is important for learners to know their preferences, so that they will know how to optimize their learning and interaction with others on the job and at home.

Directions: Think about how you receive and retain information in job and personal situations while you read each of the following statements. Then place a check mark (✔) in the box that most accurately describes how you learn.

1. When my supervisor gives me instruction, I usually remember more when:

   ☐ a. I listen closely
   ☐ b. I watch him speak
   ☐ c. I write it down

2. I usually solve problems at work by:

   ☐ a. Talking to myself or a co-worker
   ☐ b. Making a list or schedule
   ☐ c. Thinking while walking or pacing

3. When I can't write down an order number, I remember it by:

   ☐ a. Repeating the number aloud
   ☐ b. "Seeing" or "imagining" the number in my mind
   ☐ c. "Writing" the numbers with my finger on a table, wall, or in the air

4. I find it easiest to learn a new task on the job by:

   ☐ a. Listening to someone tell me how to do it
   ☐ b. Watching someone else do it
   ☐ c. Doing it myself

1998 M.K.Gee - LifeWork -for Gads Hill Center

5. What I remember most from a training video is:

- ☐ a. What the people said to each other
- ☐ b. Where the training was and what it looked like
- ☐ c. How I felt when I watched the video

6. When I go to a department meeting, I:

- ☐ a. Need to repeat the information to myself
- ☐ b. Need to read the information
- ☐ c. Need to write the information down

7. When I need to remember job instructions, I:

- ☐ a. Listen carefully to the instructions as they are read
- ☐ b. Try to "see" the instructions in my mind
- ☐ c. Try to make my own diagram or summary of the instructions

8. I like to learn new things at work by:

- ☐ a. Listening to someone tell how it is done
- ☐ b. Reading about how it is done
- ☐ c. Seeing someone do it

9. If I am confused about what a word means, I:

- ☐ a. Listen to someone use it in a sentence
- ☐ b. Look it up in a dictionary
- ☐ c. Ask a co-worker or supervisor what it means

10. What I like to read is:

- ☐ a. Stories that have a lot of conversation
- ☐ b. Stories that have lots of descriptions of people, places and events
- ☐ c. Stories with a lot of action

11. I usually remember people I have met by their:

- ☐ a. Names
- ☐ b. Faces
- ☐ c. Actions and expressions

12. It is hard for me to concentrate at work when I:

1998 M.K.Gee - LifeWork -for Gads Hill Center

☐ a. Hear many different noises
☐ b. See many people and a lot of activity
☐ c. Feel too hot or too cold

13. I like to find out the latest news at work by:

☐ a. Hearing it from my supervisor or a co-worker
☐ b. Reading a bulletin board or memo
☐ c. Walking around and checking it out myself

14. At work I like it best when I:

☐ a. Talk to my co-workers
☐ b. See different people
☐ c. Work with machinery, computers and office equipment

15. When I have to learn something for my job, I:

☐ a. Memorize the steps in the order I will do them
☐ b. Try to see how to do it in my mind
☐ c. Actually do the job

SCORING

Count the total number of answers you have for each letter and write them below

a._____Auditory learner: learns best by listening and discussing

b._____Visual learner: learns best by viewing, examining and reading

c._____Tactile/Kinesthetic learner: learns best by handling, touching, moving, doing and experiencing.

Your highest total indicates your perceptual learning preference. Your next highest total indicates another strong preference, especially if the numbers are close.

1998 M.K.Gee - LifeWork -for Gads Hill Center

CHARACTERISTICS OF THE SENSORY PREFERENCE DIMENSION IN A WORKPLACE CONTEXT

VISUAL	*AUDITORY*	*KINESTHETIC*
• Prefers written work instructions	• Prefers oral work instructions-has more difficulty with written instructions	• Likes moving around when working or learning a new task
• Likes learning a new task by first observing it rather than talking about it	• Likes discussing work instructions with co-workers	• Enjoys learning a job procedure using a "hands-on approach"
• Finds verbal instructions difficult	• Likes talking to self aloud when learning a new task or procedure	• May need to write down oral instructions
• May take notes when listening to directions or in a meeting	• Likes hearing about meetings as opposed to reading a memo	• May tap pencil or foot during company meetings
• Makes lists of daily work activities to be completed	• Likes listening to music, hum, or sing while working	• Likes tackling problems by physically demonstrating possible solutions
• Is not too easily distracted from the job or task	• Can be easily distracted on the job	• Uses hands and gestures when talking to co-workers
• Visualizes tasks on the job to more clearly understand what needs to be done	• Remembers faces	• Can easily repair or assemble things on the job
• Can easily remember information from charts and diagrams by closing eyes and "seeing" them again	• Learns a job or procedure by memorizing the steps in a sequence	• Enjoys working on new machines
• Uses advanced planning	• Very outgoing and social-usually a willing volunteer	• Prefers a variety of duties on the job
• Is usually meticulous and notices details	• Prefers jobs or tasks in which listening plays an important part	• Is outgoing and likes physical activity

1998 M.K.Gee - LifeWork -for Gads Hill Center

STRATEGIES TO HELP YOU LEARN AND REMEMBER

For the **auditory** learner:

- Teach someone else what you have learned
- Summarize what you want to learn aloud or to someone else
- Quiz yourself out loud or ask someone else
- Try a solution to a problem verbally before doing it
- Ask your supervisor or co-worker to give you verbal explanations or directions
- Find a co-worker with whom you can discuss directions, explanations, instructions, etc.

For the **visual** learner:

- Take notes during meetings
- Write summaries in your own words of procedures, explanations, etc.
- Write down oral instructions
- Read directions silently instead of out loud to gain maximum understanding
- Highlight important details in written instructions, procedures, memos, etc.
- Make lists of things you need to remember to do
- Try to get a mental picture of what you are reading or listening about in a meeting to better retain this verbal information
- Ask supervisors or co-workers to provide models of successful procedures, completed products, and written work to better understand company expectations

For the **tactile - kinesthetic** learner:

- Manipulate or assemble objects, materials, or models
- Draw, underline, and highlight written instructions
- Make your own diagrams, charts, time lines, or summaries using your own words
- Break up your learning time into manageable time blocks, if possible
- Take short breaks to stretch and move around
- Tap a pencil, finger, or foot while you are trying to learn a new procedure

APPLICATION

Take one item for the auditory, one from the visual, one from the tactile and apply it to yourself, someone in the group, at work, or at home. Share your processes and products with the group.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Determining your Brain Dominance

left-right left-right left-right left-right left-right
left-right left-right left-right left-right
left-right left-right left-right
left-right left-right
left-right

For maximum learning and interaction in the workplace, it is important that you explore your how you learn best. Determining your left- and right- brain dominance will enhance your self-awareness and make you more capable of creating positive relationships in the workplace.

Understanding your brain dominance is a powerful tool. By integrating your learning styles and your left-, right-brain functions, you can:

- help increase your memory
- achieve a higher energy level
- have more motivation
- improve your concentration
- enhance positive relationships
- find more control over your life

APPLICATION

a. Complete the *Left/Right Brain Self-Assessment*
b. Review the *Characteristics of Analytic-Global Dimensions*

DISCUSSION

a. What did you discover about yourself? anything new? surprises?
b. Describe one to two specific instances in which you demonstrated either a left or a right brain dominance.

1998 M.K.Gee - LifeWork -for Gads Hill Center

LEFT/RIGHT BRAIN SELF-ASSESSMENT

Read the following left and right brain characteristics and **circle** the most appropriate answers, (the **number**). The scoring table at the end of the list will help you determine your "dominance." You may find that you are fairly balanced between the two hemispheres.

1. I have no trouble making decisions about the correct thing to do.
2. I see problems or pictures as a whole rather than in parts or details.
3. I follow written directions best and prefer to write and talk.
4. I often think of many things at once rather than thinking through one idea at a time.
5. I'm usually aware of the time.
6. When I'm introduced to someone for the first time, I pay particular attention to the person's face. I later forget the person's name, but I remember his or her face.
7. I attack most problem-solving activities analytically and logically.
8. When comparing things, I usually look for ways they are alike rather than ways they are different.
9. I'd rather take a true/false, multiple-choice, or matching test than an essay test.
10. Most often, I use my imagination and I think in an abstract manner.
11. If I have a problem, I break it down into smaller, more manageable parts in order to arrive at a solution.
12. I seem to learn best if I can observe a demonstration or read the directions.
13. Generally, I like to be in control of a situation and I do not like to take too many risks.
14. I like assignments that are open-ended rather than more structured assignments.
15. I learn best by seeing and hearing.
16. I learn best by touching or doing.
17. I usually think in concrete patterns and solve problems with a step-by-step approach.
18. If I try to remember information, I generally picture it in my mind.

Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc Nashville, TN

1998 M.K.Gee - LifeWork -for Gads Hill Center

19. Although I sometimes get upset, I am a rational person.

20. I don't mind trying anything once; I take risks when it is necessary.

21. Sometimes I talk to myself in order to think or learn something.

22. I can let my feelings "go". I am considered to be somewhat emotional.

23. I solve problems on an intellectual basis rather than an intuitive one.

24. People have told me that I'm creative.

25. I prefer to think of one thing at a time.

26. I like to act in a spontaneous manner.

27. I prefer to plan things and know what's going to happen ahead of time.

28. I can easily remember melodies and tunes.

29. I am usually in control of my feelings.

30. I do well in geometry and geography.

31. I usually can recall information I need quickly and easily.

32 I enjoy reading and writing poetry; it comes to me easily.

33. I can really concentrate when I want to.

34. When I work in a group, I can "feel" the moods of others.

35. I understand mathematical concepts.

36. When solving problems or taking tests, I rely on one idea leading to another in order to come to a conclusion.

37. I can learn new vocabulary words easily.

38. When I plan a party, I "hang loose" rather than plan all of the details.

39. I usually can learn easily from any teacher.

40. In class I'm generally aware of what everyone is doing.

Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc. Nashville, TN.

1998 M.K.Gee - LifeWork -for Gads Hill Center

41. I notice and remember details.

42. I can easily see the whole picture when only a few puzzle pieces are in place.

43. I don't mind practicing something repeatedly in order to master it.

44. I communicate best with someone "in person" rather than on the phone.

45. I can remember jokes and punch lines.

46. I have trouble concentrating when I know I should.

47. I can write directions in a clear and logical manner.

48. I sometimes rely on my intuition when making decisions.

49. I basically have a day-to-day routine.

50. I sometimes can remember things according to where I "saw" them on the page.

SCORING TABLE		
_____ even numbers circled	=	RIGHT BRAIN ABILITY
_____ odd numbers circled	=	LEFT BRAIN ABILITY

- Remember, this inventory is only an informal indication of which hemisphere is probably dominant for you. Both sides work together and cannot be totally separated.

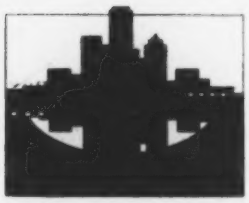
Adapted from *Learning to Learn*, copyright 1990 by Incentive Publications, Inc., Nashville, TN

1998 M.K.Gee - LifeWork -for Gads Hill Center

CHARACTERISTICS OF THE ANALYTIC-GLOBAL DIMENSION IN A WORKPLACE CONTEXT

Analytic (Left Brain)	*Global (Right Brain)*
• Does a job step by step	• Does a job in by looking at the "whole picture"
• Analyzes the job	• Uses intuition and creative problem solving in work decisions
• Prefers a structured workday	• Enjoys the challenge of spontaneous changes or requests made on the job
• Expresses little emotion with co-workers	• Expresses feelings with co-workers
• Is more likely to remember names of co-workers	• Is more likely to remember co-workers by their faces
• Makes most work decisions based on logic, facts, and "common sense"	• Makes some work decisions on an emotional level
• Solves work problems in step-by-step manner	• Solves work problems by looking at the whole situation
• Feels that time drives the product	• Feels that the product drives the time
• Learns new things on the job by listening to instructions and talking about them	• Learns new things on the job with a hands-on approach
• Prefers to write down and discuss details of the day or job	• Prefers to draw diagrams, handle tools, and work on machines
• Follows oral work instructions well	• Follows written or demonstrated work instructions well
• Talks to others to learn more about a job or procedure	• Uses images in the mind to learn more about a job or procedure
• Prefers work performance to be evaluated using a structured test	• Prefers work performance to be evaluated using an overall, unstructured format
• Takes few risks on the job	• Takes some risks on the job
• Looks at differences in job tasks	• Looks at similarities in job tasks
• Thinks about one thing at a time on the job	• Thinks about many things at a time on the job

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE PERSON

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To focus on maintaining a positive attitude for work and home	-Motivational Strategies -- handout -Turning Negative to Positive -- handout -Importance of a Positive Attitude -- handout -Assessing a Positive Attitude -- handout Journal Topic: *Everything is "ducky" when...*
To connect personal qualities and job success	-Qualities I Can Sell to An Employer -- handout -Targeting Qualities Most Important to Employers --handout -Naming My Qualities -- handout JT: *My happiness stems from...*
To review appropriate job resume techniques	-The Resume: Your Written Reflection -- handout -How an Employer Looks at a Resume -- handout +*School to Work*, pp. 206-207: Resume Writing Tips; Sample Resume +CD Rom: *Fast Resume* JT: *I like my professional description because...*
To study and demonstrate interview preparation, questions, and tips	-The Interview Connection: Before, During, After -- handout -Interview Expectations -- handout -Tips for Sailing Through Your Interview -- handout -Questions to Expect -- handout -Questions to Ask -- handout +*School To Work*, p.210: What to Do Before, During, and After the Interview JT: *I shine when someone asks me...*

1998 M.K.Gee - LifeWork -for Gads Hill Center

MOTIVATIONAL STRATEGIES

1. **Focus on the positive.** ☺
2. **Develop high self-esteem.** ❤
3. **Use positive self-talk and imagery.** ☎
4. **Focus on your purpose and goals.** ✎
5. **Acquire the skills and habits to succeed.** ✍
6. **Take responsibility.** ☜
7. **Be in the present.** ⏲
8. **Be physically active.** !!
9. **Focus on successes, not failures.** ✌
10. **Create a feedback loop.** ↔
11. **Create a supportive climate.** ☼
12. **Strive for excellence, not perfection.** ☆
13. **Reward yourself.** ✈
14. **Stay physically healthy.** ♂♀
15. **Create a balance of work and play.** ♫
16. **Strive to be a self-actualized person.** ◙

Motivational Checklist for Starting the Day Positively

√ _____ Wake up early.

√ _____ Spend quiet moments to vividly imagine a successful day.

√ _____ Listen to your favorite music or inspirational tapes while you shower and dress.

√ _____ Eat a healthy breakfast.

√ _____ Exercise to get you going.

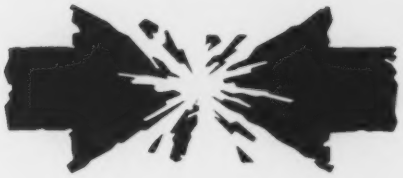
√ _____ Use positive self-talk for job success --"I'm alert, confident, and ready for the day."

√ ____ Plan a relaxing commute.

√ _____ Make a review of the day's priorities.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Turning Negative to Positive ---



How would you respond to the following statements regarding work?
How could you turn the negative into positive statements?
How would you help the speaker focus on a positive attitude?

1. ☹ It keeps food on the table. ➔ ⇨ ☺ _____

2. ☹ It's just chicken feed. ➔ ⇨ ☺ _____

3. ☹ Uncle Sam gets more than his share. ➔ ⇨ ☺ _____

4. ☹ The benefits are lousy. ➔ ⇨ ☺ _____

5. ☹ It's the only reason to get out of bed in the morning. ➔ ⇨ ☺ _____

6. ☹ The supervisor doesn't have a clue. ➔ ⇨ ☺ _____

7. ☹ The supervisor just sits behind his/her desk. ➔ ⇨ ☺ _____

8. ☹ The boss just gave him/her the ax for no reason. ➔ ⇨ ☺ _____

9. ☹ The company doesn't care about us. ➔ ⇨ ☺ _____

10. ☹ He/She doesn't pull his own weight on the job. ➔ ⇨ ☺ _____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Importance of a *Positive Attitude*

It is your attitude at the beginning of any task that influences the outcome more than any other factor. There is a strong connection between attitude, work behavior, and success.

A positive attitude will support the following:

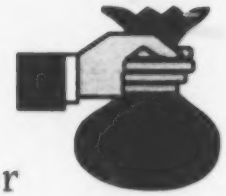
Task	*Agree? Why?*	*Disagree? Why?*
☆ higher productivity		
☆ desire to learn on the job		
☆ increased job satisfaction		
☆ higher tendency to solve problems and find solutions		
☆ greater tolerance to work with all types of people		
☆ improved self-confidence		
☆ ability to handle stress		
☆ sense of being capable and empowered		

1998 M.K.Gee - LifeWork -for Gads Hill Center

ASSESSING A POSITIVE WORK ATTITUDE

AREA	ATTITUDE	DEMONSTRATION
Evaluation	Do I evaluate myself in an honest, open, and positive way?	Yes _____ No _____ Comments
Training	Do I have a positive mind set for learning new skills?	Yes _____ No _____ Comments
Time Management	Do I feel positive about organizing my time?	Yes _____ No _____ Comments
Reading	Do I feel confident and positive in my ability to skim, scan, and understand main ideas?	Yes _____ No _____ Comments
Writing	Do I see the positive impact of clear writing for work?	Yes _____ No _____ Comments
Communicating	Do I understand the positive nature of effective listening and speaking in the workplace?	Yes _____ No _____ Comments
Computers	Am I positive in identifying the value of learning about computers for job success?	Yes _____ No _____ Comments
Supervisors	Do I have a positive and supportive attitude toward him/her?	Yes _____ No _____ Comments
Teams	Do I feel I can make a positive contribution to group, team work, meetings, and projects?	Yes _____ No _____ Comments
Learning	Do I approach old and new learning situations with a positive outlook?	Yes _____ No _____ Comments

1998 M.K.Gee - LifeWork - for Gads Hill Center



Qualities I Can Sell To An Employer

In order to sell your special qualities to an employer, you first need to identify which you feel confident in claiming.

Check the skills in the two categories that apply to you.

Interpersonal Skills

____ communicator

____ organizer

____ leader

____ team player

____ teacher/coach

____ decision maker

____ planner

____ logical thinker

____ achiever

____ problem solver

____ innovator

____ motivator

____ trouble shooter

Other:

____

____

____

Work Behavior Skills

____ patient

____ honest

____ versatile

____ creative

____ cooperative

____ reliable

____ efficient

____ adaptable

____ self-starter

____ talented

____ warm

____ precise

____ diligent

Other:

____

____

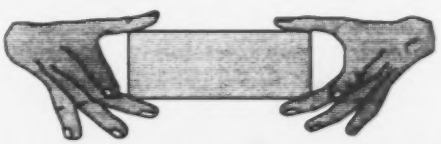
____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Targeting Qualities Most Important to Employers

Today's business executives indicate that the following personal characteristics are most important. Are you on target?

- ❑ dependable
- ❑ positive attitude
- ❑ honesty
- ❑ good listener
- ❑ problem solver
- ❑ high energy
- ❑ effective communication skills
- ❑ team player
- ❑ sound decision maker
- ❑ hardworking
- ❑ open to suggestions and feedback
- ❑ confident
- ❑ willing to learn new skills
- ❑ neat appearance
- ❑ respectful and considerate
- ❑ ability to follow through
- ❑ accurate and responsible



FOLLOW UP:
Work in groups of 3-4. Choose five of the words/phrases from the list. Define the word/phrase by using it in a specific work or personal context. Write the definitions on index cards. Be as detailed as you can in order to convey the meaning of the word. Share the cards with the other groups.

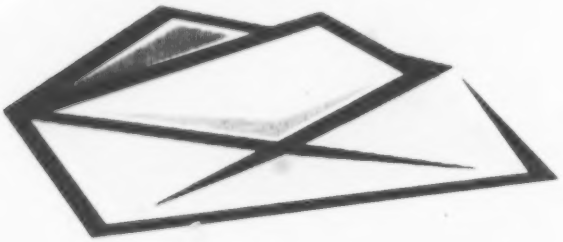
1998 M.K.Gee - LifeWork -for Gads Hill Center

Naming My Qualities

Create a personal profile of your personal and professional skills and qualities. Vertically place the letters of your name on an index card or on this piece of paper. For each letter of your name write a skill or quality you have previously identified as one you possess. Place the skill/quality beside the letter; for example: E enthusiastic. When you finish with your name, *both* first and last, you will have a list of qualities that you can keep in your Career Portfolio and use at interviews and on the job.

1998 M.K.Gee - LifeWork -for Gads Hill Center

The Resume: Your Written Reflection



Your resume is a brief, but vivid picture of yourself. Its purpose is to interest the employer enough to call you for an interview. It's your way to get your foot in the door. The content and format varies according to personal preferences, but generally all resumes contain the following categories.

Use this worksheet to record all your information as you create your resume or in updating your resume.

A. **Personal Data** provides name, address, phone number, e-mail.

B. **Job Objective** explains in one sentence the type of job, professional field, or organization you are seeking.

C. **Work Experience** details positions you've held, names of employers, specific duties, and dates for each position.

D. **Education** lists all schools attended, formal and informal course work, degrees, certificates.

E. **Summary of Qualifications** describes your qualities, skills, and abilities relevant to work.

1998 M.K.Gee - LifeWork -for Gads Hill Center

How an Employer Looks at a Resume

DO MAKE SURE YOUR RESUME HAS:

- Current address and phone number
- Clear, concise writing
- Correct grammar and spelling
- Strengths supported with examples
- Format that is easy to read
- One to two pages in length
- Brief, detailed objective
- Listing of jobs, volunteer experiences, achievements
- Information listed in chronological order, present day first

DO MAKE SURE YOUR RESUME DOES *NOT* HAVE:

- Misspelled words and poor grammar
- Several different typefaces or fonts
- Rounded off dates
- Ink or white-out corrections
- Vague educational information
- Missing descriptions of work experience
- Irrelevant information

FOLLOW UP: How does your resume look? How would you rate it?

1998 M.K.Gee - LifeWork -for Gads Hill Center

THE INTERVIEW CONNECTION: BEFORE, DURING, AFTER

Being prepared for an interview is critical. There are tasks to complete at three main stages while going through this process. The *before*, *during*, and *after* are critical components and all need equal attention. Always be organized and ready. Complete the following form for each interview.

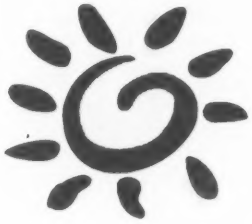
Before the Interview Things to do as Preparation	⊠ ⊠ ⊠ ⊠ ⊠
During the Interview Things to Say, Ways to Act	⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠
After the Interview Things to do as Follow Up	⊠ ⊠ ⊠ ⊠

1998 M.K.Gee - LifeWork -for Gads Hill Center

INTERVIEW EXPECTATIONS

Be prepared to be asked about by the employer:

Work History
Job-related Skills
Employment Goals
Job Training
Interest Level in Job
Communication Skills



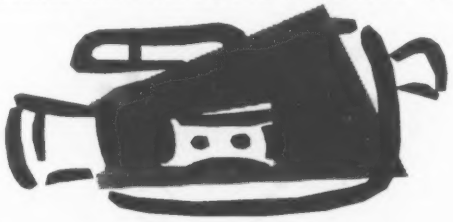
Be prepared to shine in the following areas:

Appearance
Courtesy
Opening remarks
Attitude
Honesty
Closing Questions

FOLLOW UP

1. List and discuss ways to: (a) demonstrate how you can shine and (b) be prepared with appropriate responses for the interview categories.

2. Role Play interviews; include the two above sections. Video tape, if possible.



1998 M.K.Gee - LifeWork -for Gads Hill Center

Tips for Sailing Through Your Interview

Tip #1: Do your homework!

- ✧Learn about the company
- ✧Study the job description

Tip #2: Draw from your personal inventory!

- ✧Review skills, talents, and achievements
- ✧Concentrate on examples and strengths

Tip #3: Be prepared!

- ✧Anticipate commonly asked questions
- ✧Don't ramble
- ✧Expect a diversity in questioning

Tip #4: Avoid negative comments!

- ✧Respond on a positive note
- ✧Control body language and facial expressions
- ✧Repress negative comments about past jobs

Tip #5: Dress appropriately!

- ✧Be professional in appearance
- ✧Avoid poor or indifferent personal grooming

DISCUSSION

- ✧What Tips can you give?
- ✧Practice these tips with a partner or in the group. Play both following and not following the tips to see the differences. Can you tell?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Questions to Expect

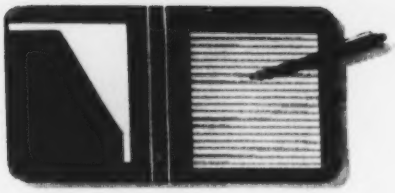
Below you will find a sample of the most commonly asked interview questions. You can expect to respond to at least five to seven open-ended questions of this type in the course of an interview.

- ☞ What can you tell me about yourself?
- ☞ What made you decide on this particular career?
- ☞ How does your experience relate to this job?
- ☞ What one or two accomplishments in your life have given you the most satisfaction and why?
- ☞ Tell me what you feel are your greatest strengths. Name one weakness.
- ☞ How has your education prepared you for this job?
- ☞ What are you looking for in this job?
- ☞ How do you think a friend or co-worker would describe you?
- ☞ What personal goals have you set for yourself? Both short and long term.
- ☞ How can you contribute to this company?

FOLLOW UP:
How well can you respond? Practice responses with a friend, teacher, family member, tutor, or other supportive person.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Questions to Ask

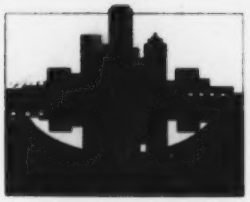


Always remember: An interview is an exchange of information. *You* should ask questions as well. This is your opportunity to get information that will help you make a decision about the job and exhibit your skills and qualifications. Try to ask two to three questions at the end of the interview. Use these below.

- How would you describe the duties of this job?
- How would you describe your company's management style?
- How are employees evaluated ?
- Does the company offer training for this type of job?
- Is there a tuition reimbursement plan?
- Are there opportunities for promotion?
- What are the company's plans for future growth and development?

What other questions would you like to ask? :

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE PERSON

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To become familiar with making and receiving business telephone calls	-Making a Business Call -- handout -Telephone Inquiries-- handout -Dealing With the Public -- handout +*School to Work*, pp.216-217: Telephone Etiquette +*Job Survival Skills*, pp.39-49: Using the Telephone Effectively; Getting Information; Taking Messages Journal Topic: *I'd like to call...*
To develop and keep a simple budget	-Planning A Budget -- handout -Creating My Budget -- handout JT: *I'm a whiz at...*
To identify the value of nutrition and health for self, work, and family	-Good Nutrition for Work -- handout -You Are What You Eat -- handout -A Healthy Start: Exercise -- handout -Physical Activity: What's Your Pleasure? -- handout JT: *I feel great when I eat...*
To provide ideas and methods for identifying, avoiding, and handling stress	-Coping Strategies -- handout -Stressful Situations -- handout -Stressful Words -- handout -Celebrate With Stress Reducers -- handout +*Job Survival Skills*, pp. 85-98: Stressful Feelings; How Does Stress Make You Feel?; Causes of Stress; Stress and Daily Habits JT: *I feel the crunch when...*
To develop time management skills	-Time Management Tips -- handout -Tracking Your Time -- handout +*School To Work*, p. 529: Managing Your Time JT: *My favorite time of the day is...*

1998 M.K.Gee - LifeWork -for Gads Hill Center

Making A Business Call

Complete the sentences by using the appropriate words in the word bank below.

1. _____ making a telephone call, know the name of the person you are calling.
2. First, state your _____ and the _____ for the call.
3. Always use the person's proper _____ and last name, such as _____ or _____.
4. Learn the _____ pronunciation of the person's name you are trying to reach.
5. When you reach the person, first _____ him/her with name and/or title, second _____ yourself, and third _____ the person why you called.
6. If unable to contact the person, leave a _____ and say when you will _____ the call.
7. Inquire to appropriate _____ for a return call.
8. Always be _____ and _____.

WORD BANK

polite	title	introduce	return
name	purpose	number	professional
before	greet	time	Dr.
inform	Mrs.	correct	

Practice making a few business calls using this guide. Does it make a difference in obtaining the information you're seeking?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Telephone Inquires

Your first step in finding a job often starts with a telephone conversation.

It may mean that you have to provide initial information about yourself over the phone before you are chosen as a potential job candidate.

It may mean that you have a phone conversation to set up an interview.

In either case, you should be prepared by having a *telephone script* and your *resume* or *skills* by your side for quick reference. Use the script below.

Telephone Script

Write the actual words or phrases you would say in your telephone conversations.

Telephone Script

Introduction: _____

Purpose of call: _____

_____

Questions to ask: _____

_____

Information received: _____

_____

Next step: _____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Dealing With the Public

When dealing with the public, try to keep the following in mind:

- Always be pleasant and smile (even to yourself!)
- Try to use the person's name or title
- Relay a sincere interest in the person's needs
- Be as prompt and courteous in service as possible
- Answer the customer's questions
- Display patience and be a good listener
- Find someone else to help if you can't
- Don't argue or become rude
- End the conversation with a Thank You and appreciation

DISCUSSION

What phone conversations have been really pleasant? really disappointing?

Planning A Budget

What is a budget? A plan for managing your money, a way of keeping track of the money you get, and the money you spend.

A budget shows how you are spending your $ and tells you whether you are following your plan to meet your goals.

To make a budget, list the following:

1. income (money you have every month that is stable, you can count on)

_____

2. expenses (all the things you spend $ on)

_____-your budget-_____

3. list things you really want (your goals)
   a.
   b.
   c.

NOW YOU'RE READY TO CREATE YOUR BUDGET !!

Tips for keeping track of your expenses:

1. Write down your expenses every day.
2. If you have cash, write what you spend on the back of the receipt or in a small notebook.
3. Keep all receipts in your billfold or purse so you can remind yourself what you bought when recording at the end of the day.
4. Consult your budget and goals BEFORE you go shopping.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Creating My Budget

Housing
- rent _____
- gas _____
- electricity _____
- telephone _____
- cable _____

subtotal _____

Food
- groceries _____
- eating out _____

subtotal _____

Transportation
- bus _____
- car _____
- gas _____

subtotal _____

Personal
- clothing _____
- toiletries _____
- hair _____

Child Care _____

Entertainment
- movies _____
- music _____
- video rental _____
- magazines, books _____
- parties _____
- gifts _____

subtotal _____

Savings
- car insurance _____
- medical insurance _____
- emergencies _____

subtotal _____

Health
- doctor _____
- dentist _____
- prescriptions _____

subtotal _____

Education
- tuition _____
- books _____

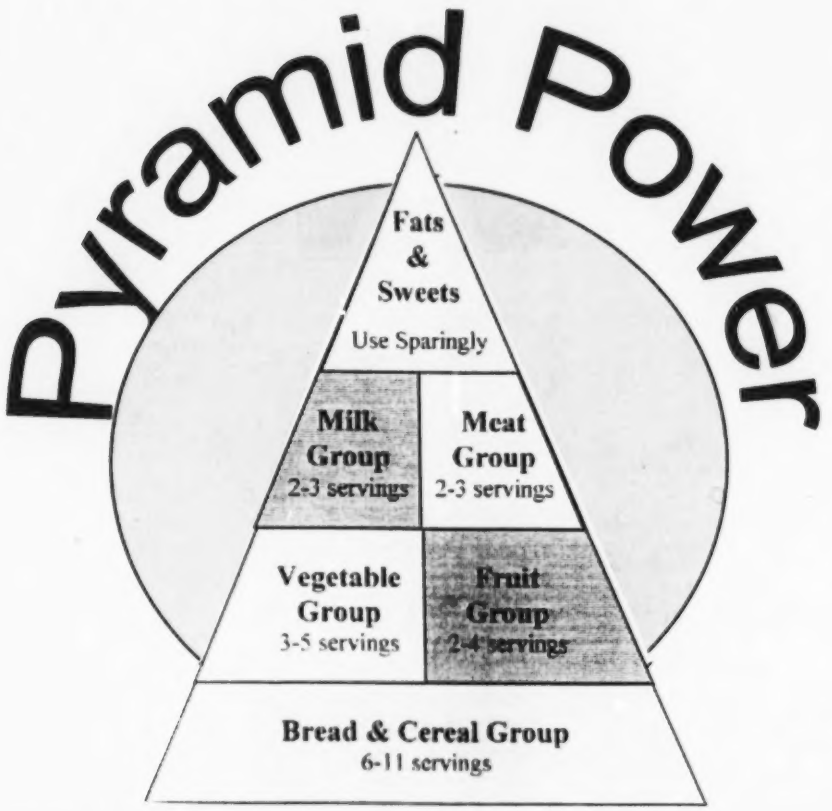
subtotal _____

Other
- misc. _____

TOTAL _____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Good Nutrition for



To have a healthy diet and good nutrition for you and your family, follow this guide. This food guide pyramid is provided by the *U.S. Department of Health and Human Services.* Eat the necessary types of foods and required servings you need each day to stay healthy and happy.

What recipes and foods do you know or have that provide the required servings for the food groups?

What foods can you take to work to meet these groups?

1998 M.K.Gee - LifeWork -for Gads Hill Center

You Are What You Eat!

The types of foods you eat affect the way you feel and act. A balanced diet is necessary for the development and maintenance of a healthy body and mind. Eating good food, the required servings, and balanced meals make a difference!

Record what you eat for a week to see your patterns and make necessary changes.

WEEK	Meat Fish, Poultry, Nuts, Eggs, Dry Beans	Cheese Yogurt, Milk	Bread Rice, Pasta, Cereal	Fruit Vegetables
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

DISCUSSION

How Do You Feel After This Week?

Did You Eat Any New Foods?

Was It Easy or Hard To Find Foods In Each Group?

1998 M.K.Gee - LifeWork -for Gads Hill Center

A Healthy Start: Exercise

Regular physical activity can help you feel better, sleep better, and perform better at work and at home. It's not important what type of physical activity or exercise you do. It is important, however, that you develop and maintain a daily and/or weekly routine and heightened awareness of being active and exercising.

Exercise is one half of being healthy. Good nutrition is the other half. A good, even balance is essential to mind and body.

Recommendations:

- Choose a physical activity that's convenient and one that you enjoy
- Start slowly and increase time as you build endurance (to 20 min. per day)
- Avoid excuses for not exercising and not being healthy
- Acknowledge that it is time consuming, but worthwhile
- Make a constant effort to walk vs. riding, eating healthy when given options
- Reward yourself on a daily and long-term basis
- Identify exercise and physical activity as a regular, continuous lifestyle

Benefits:

- Your mind will be more alert
- Your emotional reactions will be more balanced
- Your energy level will be higher
- Your stamina will be greater
- Your stress will be more easily handled

DISCUSSION

How can we support each other in promoting a healthy exercise and nutrition plan?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Physical Activity: What's Your Pleasure?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DISCUSSION

- What were some of the types of physical activity you checked?
- How does it make you feel?
- Do you prefer individual or team sports/exercise?
- What physical activities have you never done and would like to try?
- How do you motivate yourself?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Coping Strategies

Stress is a physical and psychological condition experienced whenever demands are placed on an individual to adapt or change. Everyone experiences stress to some degree. It is not limited to any one group, age, or geographical area.

Our level of stress is measured by how we view a situation. The same event or situation may be stressful for one person, but not another.

The key is to learn to anticipate and cope with stressful situations.

COMMON SOURCES OF STRESS

frustration	conflict	pressure
overload	life events	daily hassle

COPING STRATEGIES

Direct Action: attacking the problem head on
Mind Control: changing viewpoints and attempting to see situations in more positive and optimistic ways
Personal Support: asking for help from at least 1 person
Physical condition: eating and sleeping properly
Relaxation: finding methods to be calm and relaxed on a routine basis
Predicting: meeting the problems and challenges to eliminate stress
Incentives: developing rewards for troubled periods

DISCUSSION

WHICH OF THE FOLLOWING STRATEGIES WOULD BE MOST HELPFUL TO YOU IN STRESSFUL SITUATIONS?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Stressful Situations

A. Describe a situation that is currently stressful for you.

B. Describe how the situation has affected your:

physical health	feelings
thoughts	actions

C. How have you been coping up to this point?

D. Have the coping strategies been working for you?

E. What do you want to happen in this situation?

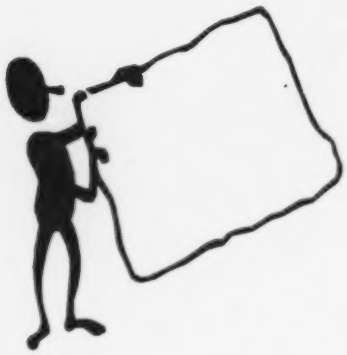
A. Divide into pairs. Look through a city newspaper for a current social, political, or economic article.

B. Find a news article relating to one of the categories from the *Coping Strategies* sheet that indicate stress. It may be a subjective call. Read between lines.

C. Discuss as a large group what type of articles were found and what the related stress is in the situation.

D. What coping strategies could you suggest for the situations?

1998 M.K.Gee - LifeWork -for Gads Hill Center



Stressful Words

Why might these words cause stress?

Do these words cause you *high*, *medium*, or *low* significance of stress?

Circle(O)the high stress words
Check(✓) the medium stress words
Mark(×) the low stress words

Share your responses and discuss ways to reduce stress in relation to these words.

fear	rejection	parents
anxiety	grades	failure
love	sports	peer pressure
moving	death	expectations
money	choices	change
gossip	fighting	hate
illness	work	friends
conflict	clothes	eating

1998 M.K.Gee - LifeWork -for Gads Hill Center

Celebrate with Stress Reducers

What are some ways to eliminate stress and give yourself special incentives, gifts, or rewards?

What do you do for yourself?

What can you add to the list?

Take a Bubble Bath

Sing a song

Read a book

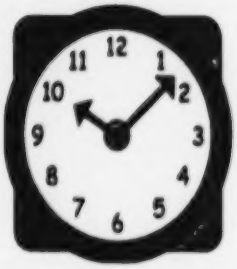
Write a poem

Visit a neighbor
or

Check out a movie classic video from the library

Write a nice note to a friend

1998 M.K.Gee - LifeWork -for Gads Hill Center



Time Management Tips

Managing your *time* is often compared to managing your money:

First, you should determine how to spend your time.

Second, you should determine on what to spend your time.

Third, you should focus on making and following plans for your time.

Tips ~~~~ Which Work for You?

- ☐ Determine goals and identify what needs to get done
- ☐ Figure out priorities
- ☐ Set a realistic time period
- ☐ Don't put off the important tasks
- ☐ Make a schedule
- ☐ Keep a daily "To Do" list
- ☐ Write down important items to remember in always the same spot
- ☐ Have a quiet time each day to plan next day's activities
- ☐ Reward yourself when task is finished by doing something you enjoy

☑ Where do you record your tasks? In a notebook, planner,what????

1998 M.K.Gee - LifeWork -for Gads Hill Center

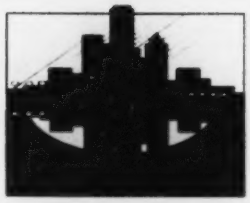
Tracking Your Time

	often ✓	usually ✓	seldom ✓	because...
1. I am with my family				
2. I am with my friends				
3. I participate in sports				
4. I listen to music				
5. I watch TV				
6. I read books				
7. I just hang out				
8. I go to movies				
9. I ...				
10.I ...				

Tracking Your Time Questions

- Are you satisfied with the way you use your time?
- Are there any surprises that you discovered?
- What would you like to work on?
- When is your high-energy time? When is your low-energy time?

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE JOB

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To become acquainted with problem solving	-Initial Assessment: What is Problem Solving? -- handout -Do You Have a Problem? -- handout -Ten Steps to Problem Solving -- handout +*School To Work*, p.409: Problem Solving Journal Topic: *When life gives me lemons...*
To apply the problem solving process to work and self	-Problems, Problems, Problems -- handout -Check Your Problem Solving -- handout JT: *The best problem I've learned from is...*
To know how to make carefully planned and effective work and personal decisions	-Looking at Decisions -- handout +*School To Work*, p.411: Making Decisions +*Job Survival Skills*, p.72-75, 82: Decisions on the Job; How Much Time Do You Spend on Decisions?; Types of Decision Makers; What's Your Style? JT: *I'm a good decision maker when...*
To learn the purpose and aspects of a team	- Initial Thoughts: Team Questions -- handout - The "-ing" of Teaming -- handout +*School To Work*, pp.403-408,413: What is a Group?; Listening, Observing, Responding, Disagreeing, Working in a Group; Formal vs. Informal Meeting +*Job Survival Skills*, pp.32-34: The Team JT: *My favorite (type of) team is...*

1998 M.K.Gee - LifeWork -for Gads Hill Center

Initial Assessment: What is Problem Solving?

What is your opinion?

Write *yes* or *no* in the blank according to your thoughts and opinions.

1. All people have problems sometime in their life. _____
2. Determining blame is one step in the problem solving process. _____
3. Asking open-ended questions helps solve the problem. _____
4. It's beneficial to solve other people's problems. _____
5. Problem solving is a skill anyone can learn. _____
6. It's best to first define the problem before taking action. _____
7. Problem solving involves making choices. _____
8. You solve work and personal problems with the same process. _____
9. Problems should be viewed as learning opportunities. _____
10. You feel stress if you can't solve a problem. _____

What is a problem?

How do you define the word "problem"?

_____

_____

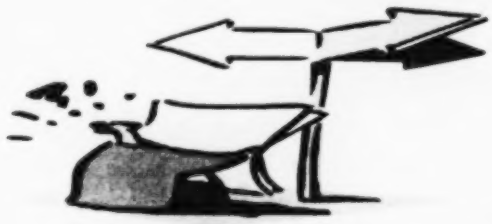
My Best Responses -- What is the problem solving process?
List what you think might be a step by step approach to problem solving.

- ◈
- ◈
- ◈
- ◈
- ◈

1998 M.K.Gee - LifeWork -for Gads Hill Center

DO YOU HAVE A PROBLEM?

A problem is a situation not easily solved. Problems are normal. In a problem you are not sure how to get from point A to point B. In problems there are gaps, obstacles, and barriers preventing easy resolution.

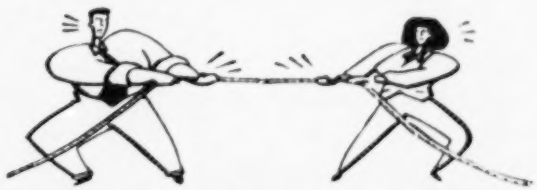


POINT A POINT B

GAP

where you are where you want to be

The sides are usually balanced between the two situations and this is what makes the problem remain and persist until it can be resolved. You have a virtual tug-of-war.



Reality → Gap ← Ideal
Barrier
Obstacle

Two opposing forces meet at the gap. Which wins? How do you solve the problem?

You want a new dress→	Gap	←You want to save money
You want to go back to school→	Barrier	←You have no child care
You have to work with Jane→	Obstacle	←You dislike Jane

APPLICATION

1st: Determine if the following are problems
2nd: Define the problem (what is the gap, barrier, obstacle to overcome?)

a. You want to attend a computer class, but don't have transportation.
b. You want to take a math course, but it is scheduled during your work time.
c. You want a job as a teacher, but you are afraid you don't have adequate skills.
d. You have been assigned a task, but you don't have time to do it.
e. Your neighbor borrows things and doesn't return them.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Ten Steps to Problem Solving

1. Recognize that there is a problem needing a solution.
   DO WE HAVE A PROBLEM?
2. Decide whether it is a personal, practical, communication problem.
   WHAT KIND IS IT?
3. Develop a clear, non-judgmental statement of the problem.
   WHAT IS THE ISSUE?
4. Identify the primary source of the problem.
   HOW LONG? WHO'S INVOLVED? WHERE?
5. Limit the scope of the problem and solution. Be specific.
   WHAT EXACTLY NEEDS TO BE ACCOMPLISHED?
6. Brainstorm a list of solutions.
   WHAT DO YOU THINK?
7. Discuss the most appropriate options.
   WHICH ARE BEST ? WHY?
8. Evaluate the options.
   WHAT WILL HAPPEN IF I CHOOSE THIS OPTION?
9. Choose a solution.
   IS THIS THE BEST OPTION?
10. Apply the solution.
    WHAT IS THE ACTION PLAN?

APPLY STEPS 1-10 TO A RECENT PERSONAL, WORK, OR EDUCATIONAL PROBLEM. WHAT WERE THE RESULTS?

Problems, Problems, Problems!!!

Problem #1

Your neighbor asked you to watch her two children for an hour while she went to the grocery store. She came back three hours later. You were mad because this wasn't the first time she did this to you. She was delayed because her car broke down and she had to wait for someone to come and repair it.

Write two open-ended questions you will ask your neighbor:

1. _____

2. _____

Why is this situation a problem and who is involved? _____

_____

Problem #2

You offer a friend a ride to work, and she/he is not ready on time. You always wait for her/him, even though it makes you late.

List two options for solving this problem:

1. _____

2. _____

Problem #3

A co-worker asks you on a regular basis to watch his/her work station so that he/she can make a phone call to check on the children at the day care.

Define the problem: _____

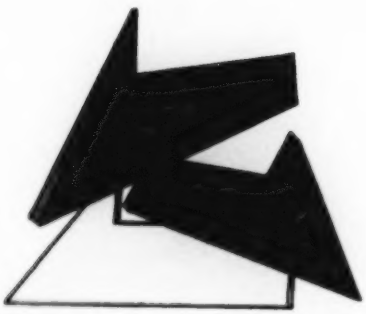
_____

Write about a problem that you have thought about in the past week:

_____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center



Check Your Problem Solving

Choose one of the two listed problems and (1) list how you would have handled the problem in the past and now (2) list the action for this problem as you take it through the ten step process.

PROBLEM #1 -- Two people at work want the same vacation period, but only one person can be gone from the department at a time.

PROBLEM #2 -- You need help at work, but are afraid to let your supervisor know. If you ask the co-workers, they may give you a hard time.

How you would have handled the problem in the past :

_____

_____

Record of the 10 steps problem solving action :

①

②

③

④

⑤

⑥

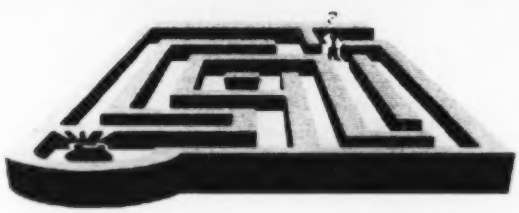
⑦

⑧

⑨

⑩

1998 M.K.Gee - LifeWork -for Gads Hill Center



Looking At Decisions

- I feel like the majority of my *personal* decisions are made by _____
- I feel like the majority of my *work* decisions are made by _____
- I feel like the majority of my *educational* decisions are made by _____

- Two decisions I have made today are:

1. _____

2. _____

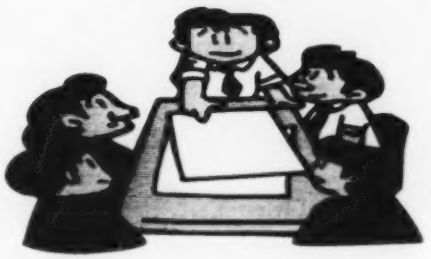
- It's easy for me to make decisions about _____
- It's hard for me to make decisions about _____

- I think _____ is a responsible decision-maker.

- One decision I would like to change is _____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center



Initial Thoughts: Team Questions

1. What is a team? _____

_____

2. Who do you want on a team? _____

_____

3. Why is it important to sometimes work on a team? _____

_____

4. When does a team work best? _____

_____

5. How does a team operate? _____

_____

6. Can you give examples of teams? _____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

The "ing" of Teaming

As businesses move from the traditional to modern workplace style, inclusion and expansion of teams is rapidly increasing. Knowledge of teams, learning the necessary team skills, and positive attitude is essential to job success.

There are four stages of team development as described below:

Shaping -- formation of the team

- Pleasant and courteous behavior exists
- Attempts to consider others' feelings is paramount
- Goals are established

Clashing -- appearance of conflicts within the team

- Comfort levels increase and pleasantries decrease
- Questions of attendance, tasks, and purpose brought forth
- Differences in personality are very apparent
- Team leader facilitates resolution and emphasizes team effort

Respecting -- development of effective team member skills

- Acknowledgment of each member's contribution
- Trust is established
- Clear understanding of team roles and process
- Participation is more open and effective

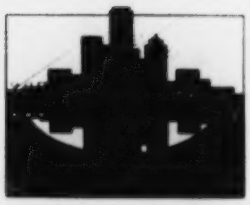
Achieving -- performance as a team

- Effective problem and task solving
- Cooperation is natural and successful
- Individual and group abilities and talents recognized

DISCUSSION

- Which stage do you think is most commonly difficult for people?
- What are the professional and personal benefits for teaming?

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE JOB

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To know roles on teams	-Team Contributions -- handout -Non-functional Team Roles -- handout -What's on a Dime? -- handout -My Team in the Desert -- handout Journal Topic: *I am best suited for...*
To recognize characteristics of effective,collaborative team members	-Team Member Responsibilities -- handout -What I Bring to a Group -- handout -Rating Your Collaborative Style -- handout JT: *I become a ball of fire when...*
To identify barriers to and gather materials for communication	-Steps for Resolving Conflict -- handout -Don't Take Offense:It's a Good Thing --handout +*Job Survival Skills*, pp.61-67: Barriers to Communication; Listening; Paraphrasing; Using I Messages JT: *When I'm appreciated, I...*
To experience writing with a computer for work, home, and school	-The Computer: Friend or Foe? -- handout -The Computer Link -- handout -Advantages to Using a Computer for Writing -- handout +*School To Work*, pp.51-56: Prewriting; Writing the First Draft; Revising; Outputting Your Copy JT: *My favorite computer advertisement is...*
To practice workplace writing	-Writing for Work -- handout -Workplace Writing Expectations -- handout +*School To Work*, pp. 181-185,214,218: Advantages of a Written Message; Workplace Writing Tasks; Expressions To Avoid; Writing on the Job; Writing Instructions JT: *Let's face it, writing is....*

1998 M.K. Gee - LifeWork-for Gads Hill Center

JOB -- PAGE 2

Team Contributions

When working on a team or in a group, there are two main groupings of roles that are quite evident. Both are essential to strong, successful teaming. Team members become effective when they model a variety of roles and keep them in mind while working on a team task. The two groups are as follows:

Task Roles

Functions needed to carry out task and accomplish objectives and goal

1. *To initiate interaction*: getting the team started, offering solutions, suggesting new direction for the task, providing new ideas, giving reorganizing ideas, keeping the task alive

2. *To provide information*: offering facts, connecting personal experiences to similar situations, stating opinion, giving beliefs and values

3. *To solicit information*: asking for input, looking for additional information, seeking clarification, investigating feelings concerning the task

4. *To monitor the task*: keeping team members focused on the work, determining sources of difficulty

5. *To expand and clarify ideas*: asking for and providing clarification of existing ideas, visualizing the implementation, judging the ideas and/or task for effectiveness, giving examples

6. *To bring closure of task*: showing relationships among ideas, information, and recommendations, providing links, narrowing task focus, pulling activities together

7. *To summarize ideas and process*: reviewing process, paraphrasing ideas and information, restating major points and plans

8. *To reach consensus or outcome*: deciding if team can now make a decision about the task, agreeing of plan of action

1998 M.K.Gee - LifeWork -for Gads Hill Center

Relationship Roles

Functions needed to create, strengthen, and maintain the group as a team

1. *To encourage people and ideas*: being friendly, displaying courteous behavior, offering praise and support

2. *To ease tension*: relieving tensions when they arise, settling differences, introducing humor

3. *To facilitate the process*: involving all members, balancing equal input and feedback from each member, drawing out the reticent/quiet member

4. *To follow the group*: going along with the majority on ideas and processes, being comfortable and positive with decisions, roles, and people, being receptive to others, being an active listener when appropriate

FOLLOW UP

THE TEAM LINE UP

1. Place a strip of tape or paper , 15-18 inches wide x 4 feet, on the floor. The length will depend on number of participants and the narrower the width, the better. The key is NOT to allow for extra space.
2. Have everyone stand on the tape/paper. Give no special instructions at this time.
3. Tell everyone to arrange themselves on the strip in order of their birth date. Oldest to youngest; left end is oldest and right end is youngest.
4. State that they can NOT step off the strip of paper/tape in the process or else they will have to start all over each time.
5. Set a time limit of 5-10 minutes for rearranging themselves.
6. Tell them to think of the problem solving and team process as they interact and complete the task. Start the clock!

DISCUSSION:
- ◆What specific strategies did you use to accomplish the task?
- ◆What was difficult?
- ◆ What roles did you find yourself taking?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Non-Functional Team Roles

From time to time people have a tendency to behave in ways that are counterproductive to team effort. The displayed behavior focuses more on individual rather than the group needs. It can harm the group and deter accomplishment of the assigned task. Listed below are some common behaviors.

1. Blaming others and showing hostility
2. Relating irrelevant personal experiences
3. Arguing too much on an idea or issue
4. Criticizing and devaluing individual and group efforts
5. Monopolizing the conversations and input
6. Refusing to contribute
7. Pleading for support to back personal/professional interests
8. Telling jokes and disrupting the team's work
9. Calling attention to yourself for recognition and ego-boosting
10. Acting indifferent and daydreaming

DISCUSSION

How can a team handle an individual or individuals who exhibit these behaviors?

1998 M.K.Gee -LifeWork -for Gads Hill Center

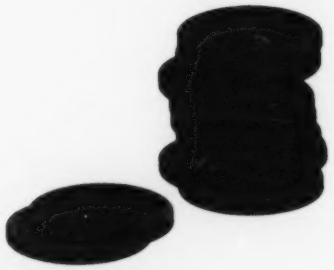
What's on a Dime?

- Divide into groups of 4 to 5.
- List all the markings you can think of that are on a dime.
- Do not look at a dime during this process.
- Come back together as a large group and compare lists.

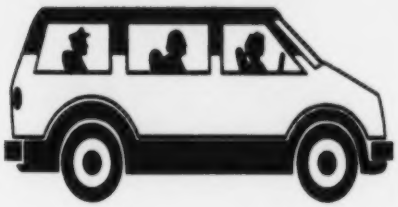
DISCUSSION

What does this exercise tell you about the value of a team?

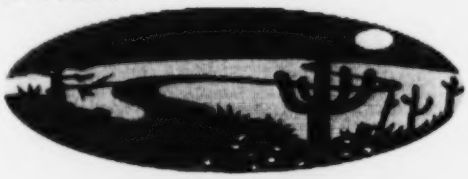
Is it important as a team to look at details?



1998 M.K.Gee - LifeWork -for Gads Hill Center



My Team in the Desert



This is an exercise in applying the information from the *Team Contributions* sheet. You should make sure each of the roles are demonstrated throughout the task. The task is to come to consensus as a team on answering the two questions below.

Questions to Answer

❶ How will you survive?

❷ What will you need to survive?

Scenario

Your mini-van has broken down as you travel through the Painted Desert to visit the Grand Canyon. Your group of 5 is spending its free day from the company conference you are attending in Arizona. You are now stranded and find the following items in the van:

1. 2 books of matches
2. a box of cookies
3. a road map
4. first-aid kit
5. road emergency kit
6. car tool kit
7. 1 bag of potato chips
8. 1 blanket
9. 3- 2 liter bottles; 1 soda, 1 water, 1 empty
10. 2 packages of chewing gum

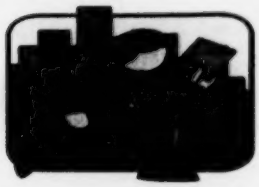
1998 M.K.Gee - LifeWork -for Gads Hill Center

Team Member Responsibilities

What does the Team do?

The Team	
Support **the Team**	☞Help develop plans and action steps ☞Follow the established plans ☞Understand team roles and take responsibilities seriously ☞Assist in resolving team problems and differences
Represent **the Team**	☞Keep in contact with team members ☞Inform outsiders about team progress ☞Contribute to team assignments ☞Participate in team meetings and presentations
Act with **the Team**	☞Complete actions and commitments on time ☞Collect input and gather information for team projects ☞Meet with team members as needed ☞Prepare to participate fully and be positive
Interact in **the Team**	☞Offer special knowledge and expertise ☞Think creatively and use brainstorming ☞Communicate, listen, and help reach decisions ☞Recognize others' contributions and encourage feedback

1998 M.K.Gee - LifeWork -for Gads Hill Center



What I Bring to a Group

Does your attitude, confidence, and personality allow you to be a good and effective group member? How do you rate yourself? Will you be a contributor?

	Always Try My Best	Sometimes	Needs Improvement
1. I do good work			
2. I'm helpful			
3. I'm pleasant to be around			
4. I'm open to trying new tasks & methods			
5. I am persistent and dependable in my work assignments			
6. I admit it when I'm wrong			
7. I ask for assistance when my work is difficult or unclear			
8. I'm receptive to other people's ideas			
9. I show interest in learning beyond my immediate tasks			
10. I display professional courtesy			
11. I feel comfortable with most people			
12. I have a sense of humor			
13. I compromise when necessary for group & company benefit			
14. I am on time for meetings, work, appointments			

1998 M.K.Gee - LifeWork -for Gads Hill Center

Rating Your Collaborative Style

Could you describe yourself to a potential or existing employer as a collaborative, effective team member? Let's see.

	YES	NO
1. Am I optimistic?	_____	_____
2. Can I talk it over?	_____	_____
3. Do I listen effectively?	_____	_____
4. Do I acknowledge others?	_____	_____
5. Can I support the team effort?	_____	_____
6. Am I flexible to change with a team?	_____	_____
7. Do I value other people's contributions?	_____	_____
8. Am I non-challenging?	_____	_____
9. Can I take action?	_____	_____
10. Does it bother me to take risks when needed?	_____	_____
11. Can I be held accountable?	_____	_____
12. Do I adapt easily?	_____	_____
13. Can I motivate others?	_____	_____
14. Am I level-headed in tense situations?	_____	_____
15. Can I offer humor to a group?	_____	_____

How did you rate yourself? Do find more *yes* responses (an effective team member) or more *no* responses (may need to work on your collaborative efforts)?

DISCUSSION

Share with a partner or small group your latest team effort or group work. Relate one advantage and one disadvantage to working this way.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Steps for Resolving Conflict

When conflicts, problems, issues arise at work or at home, try using these steps:

1. Determine a mutually appropriate time and place for meeting.
2. Act positively and professionally.
3. Define the issue(s). Just the facts.
4. Identify how each involved party contributes to the problem.
5. Be patient and *listen.*
6. State to-date attempts for resolution (successful and unsuccessful).
7. Brainstorm all possible solutions.
8. Discuss and assess the possible solutions.

to next page

1998 M.K.Gee - LifeWork -for Gads Hill Center

9. Agree on one solution for initial action.

10. Establish roles and activities for working on solution.

11. Set up timeline for meetings to track progress and effectiveness.

12. Recognize efforts and provide verbal support as each involved party works on resolving the conflict.

APPLICATION

Read the descriptions and decide what you would do to address the situations.

Percy is having repeated trouble with being tardy and absent from work. When he does show up he is a good worker. However, whenever questioned by a co-worker or supervisor, he just shrugs and says that he has a lot going on in his life right now.

Judy has been doing an outstanding job at work and in training. On the other hand, Olivia has been struggling throughout her training and secretly fears she might not be kept on at work. Olivia appears to resent Judy's good performance and Judy is constantly telling everyone of Olivia's troubles.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Don't Take Offense: It's a Good Thing !

Positive Ways to Change Office Behavior

When interacting with people and behaviors that impede effective communication, try following the these guidelines:

1. Start with honest appreciation and positive reinforcement.

2. Call attention to the error, shortcoming, or work not done in an indirect way by using the word "I" and not a direct "you". For example: "I don't seem to have the paper that was due" instead of , "You didn't turn it in on time!"

3. Include your own shortcomings as you discuss the situation.

4. Pose questions instead of ordering. "Would you please look at the report?"

5. Let the other person maintain self-esteem and confidence. Don't embarrass.

6. Acknowledge and support the slightest improvement at every stage.

7. Encourage! Encourage! Don't make the correction or work seem overwhelming to correct.

8. Motivate the other person to feel like the upcoming tasks or changes will be positive challenges.

9. Present the situation as an opportunity for professional growth.

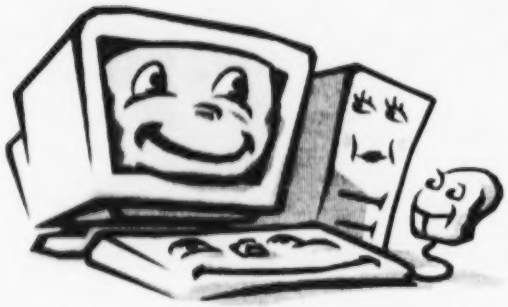
1998 M.K.Gee - LifeWork -for Gads Hill Center

The Computer: Friend or Foe?

Describe your computer use. What do you like? What do you dislike? What type of things do you work on? Is it for pleasure, work, or school? Where do you use it-- at the library? What have you learned to date?

Write a paragraph answering these questions. Do this on a computer, if one is available.

1998 M.K.Gee - LifeWork -for Gads Hill Center



The Computer Link

List all the ways a computer could help you in the following environments:

WORK	HOME	SCHOOL

Advantages To Using A Computer For Writing

Your writing can be easily changed.

Your writing can be easily adjusted to a wide variety of formats (the way the page is set up) and fonts (the different ways the letters look on the page).

Your writing can be easily enhanced with bold, italics, boxes, pictures, charts.

Your writing can be easily checked and corrected for spelling and grammar.

Your writing can be easily stored for future reference in two different locations: on a disk and inside the computer.

DISCUSSION

Have you ever felt like this?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Writing for Work

Write 2-3 sentences for the following situations. Be clear and concise as this is what is expected in the workplace.

Exchange with a partner for comments and positive criticism. Revise together or individually. Share with the large group.

- You are leaving work early. Tell why.
- You want to schedule a vacation. Give dates.
- You report a work incident. Include specifics.
- You have a doctor's appointment. Explain.
- You don't understand health benefits. Make an appointment.
- A piece of equipment is broken. Report it.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Workplace Writing Expectations: What Are They?

Interview someone from a company to answer the following questions. You may want to ask different people in different positions within one company. As an alternative, you could also invite two to three individuals into the class.

This information will give a general idea of how writing is done at work.

1. How is writing done? (by hand, computer, in a group...?)

2. How often is it required? (daily, monthly, reports...?)

3. What are the supervisor's expectations? (is it a high priority...?)

4. What are the writing expectations regarding mechanics? (correct spelling, structure, grammar, legible...?)

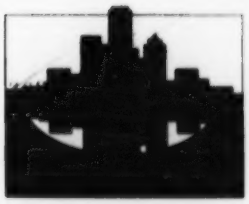
5. How is the overall performance of the writing abilities within the company? (good, bad, need work...?)

6. Is writing ability a part of the performance review?

FOLLOW UP

Share findings with the large group. Chart the responses to identify averages and opinions.

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

THE JOB

Learning Objective (Competency)	Suggested Ideas, Activities, Resources
To write clear, natural, and acceptable sentences	-Writing About Work Experiences -- handout -Writing with Post-It Notes -- handout +*School To Work*, pp. 78-101: Writing Clear Sentences; Writing Natural Sentences; Writing Acceptable Sentences — Journal Topic: *Good writing is essential to...*
To effectively fill out forms and applications for work, home, and school	-Practicing With Forms -- handout +*School To Work*, p. 204: The Application Form JT: *I would like to have a ... for every form I've filled out*
To enhance reading strategies for the workplace	-Helpful Reading Strategies -- handout -When Reading is Difficult -- handout -Where in the Workplace? -- handout +*School To Work*, pp.474, 478,485,502-518: Guidelines for Reading To Learn; Graphic Organizers; Using Context Clues; Graphs; Tables; Diagrams; Maps JT: *Reading is like a...*
To develop effective listening skills	-Communication Skills Overview -- handout -Active Listening Tips -- handout -Common Reasons for Not Listening -- handout +*School To Work*, pp.385,390-391: Understanding the Process; Listening Effectively; Listening Stages JT: *I lend an ear to...*
To develop effective speaking skills	-Eight Communication Suggestions -- handout -Communicating with Body Language -- handout -Communicating On the Job -- handout -Communicating Through Interviews -- handout + *School To Work*, pp.378-388,393-401: Speaking Effectively; Communicating With Respect; Giving and Taking Instructions and Criticism; Dealing with and Resolving Conflict; Human Needs and Communication JT: *I need to get on the ball with...*

1998 M.K. Gee - LifeWork -for Gads Hill Center

Writing About Work Experiences

Write 1-2 sentences describing your past and/or present work experiences. If you don't currently have these experiences, write about a volunteer experience (short or long term) or a personal experience.

The main purpose is to write about what you did in clear, natural, concise sentences.

WORK EXPERIENCE

VOLUNTEER EXPERIENCE

PERSONAL EXPERIENCE

Keep this in your *Career Portfolio* so you will have it in your job pursuit.

FOLLOW UP

Share with a partner, small group, or class you most enjoyable experience from the above work. Why was it so enjoyable? How could relate these experiences to a potential employer?

Writing with Post-It Notes

Take Five 4 x 4 post-it notes. Create a clear and natural sentence for each of the following word groups listed below. Write each sentence on a separate post-it note and stick to this sheet of paper when finished. Put the words and phrases in any appropriate order.

Limiting your space will help you avoid lengthy, confusing sentences.

1. **pick up/ daycare/ children**

2. **dinner/ guests/ groceries**

3. **stress/ movie/ weekend**

4. **clean up/ broken/ water**

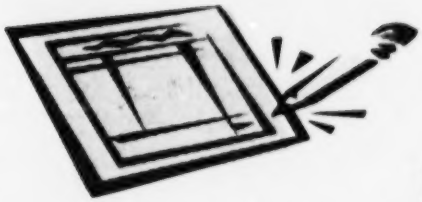
5. **work/ early/ overtime**

FOLLOW UP

Share your sentences with a partner and have him/her answer the following three questions:

- Which sentence is the best?
- Which sentence needs improvement?
- What suggestions could you make to the writer?

1998 M.K.Gee - LifeWork -for Gads Hill Center



Practicing with Forms

When filling out medical, work, and personal forms and applications, try to follow these guidelines. It will help in making a good impression.

1. Read the application or form *carefully* and *completely* before filling out anything.

2. Print in black ink, or type with no white correction ink, or word process in a 12 pt. font. Do it neatly!

3. Fill in all spaces and blanks. If the information or question does not apply to you, it is best to put NA (not applicable).

4. Avoid abbreviations; spell out everything in full.

5. Proofread the application or form. Have a friend or co-worker read it also.

6. Make an extra copy for your files.

APPLICATION

A. Get a sample form or application for each of the 3 categories:

Job Application
Medical Insurance form
College Application form

B. Fill out the form individually or with a partner.

C. After completion, fill out the following:

1. 1 thing you learned about yourself

_____

2. 1 thing you found difficult to fill in

_____

3. 1 suggestion to help others fill out the form or application

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

Helpful Reading trategies

Previewing - Before you start reading, find out something about what you will read. Then you can start thinking about the topic. You will be able to read faster and with more understanding.

Asking Questions as You Read - This keeps your mind on what you read. Questioning also helps you pay attention and remember.

Guessing What New Words Mean - Don't look up every new word or you will forget what you are reading. Use the whole sentence or paragraph to guess words.

Finding the Main Idea - To find the main idea, ask yourself two things: (a) what is this about? and (b) what does the writer want to say about this?

Understanding Structures and Patterns - Structure and patterns are way of putting ideas together. If you can discover these, you will be able to understand and remember more.

Using Signal Words - Some words are like signs on a highway. They tell you where the author is headed. Signal words help you follow the author's ideas and guess what you will read about.

FOLLOW UP : Read one article from the Chicago Tribune, apply the above strategies. Report to your group which of the strategies was most helpful.

1998 M.K.Gee - LifeWork -for Gads Hill Center

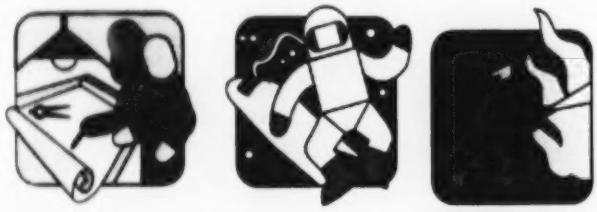
When Reading is Difficult

1. Reread the difficult section or material.
2. Change surroundings.
3. Listen to soft, quiet music, if possible.
4. Visualize the information, create concrete images.
5. Build and comprehend one sentence/paragraph at a time.
6. Read aloud.
7. Discuss the material with a friend or family member.
8. Set aside the reading and return to it later- do return!
9. Find a tutor.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Where in the Workplace?

Type of Reading	Explanation	In What Workplace Situation Would You Need This Type of Reading?
Scanning	Searching for Main Topics Retrieving Ideas	
Skimming	Locating Specific Information Searching for Details	
Careful Reading	Analyzing the Reading Evaluating Content	



Which type(s) of reading strategies do these three professions use?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Communication Skills Overview

Is communication important to the following people? Why or why not?

Yes? No?

Yes? No?

Answer the following questions:

1. How do you define communication? What all does it include?

2. What qualities does a good communicator possess?

3. List 3-4 jobs that require the ability to communicate as a primary skill.

4. What does "lack of communication" really mean?

1998 M.K.Gee - LifeWork -for Gads Hill Center

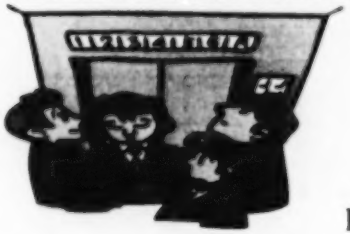
Active Listening Tips

- Prepare your mind and intend to listen.
- Focus on conversation content -- what are they saying?
- Silently clarify what is being said
- Keep your mind alert -- take notes mentally and/or orally
- Avoid distractions
- Engage yourself -- be thinking of examples as you listen
- Pay special attention to introductory and concluding remarks
- Identify commonly used cues such as tone, body, speed
- Organize thoughts while listening
- Connect concepts and main ideas to details
- Summarize what you have heard

Work with a partner and discuss two popular social, political, or economic issues. Take turns and follow the listening tips. Record what works well and what you need to work on now.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Common Reasons for Not Listening



How good of a listener are you?

Check the reasons for not listening that apply to you.

	How Often Do You Say it?		
What You Say to Yourself...	now and then	fairly often	very often
I want to talk first ----------			
I'm thinking about what I want to say next --------			
I'm not interested in the subject ----------			
It's too hard to understand ----------			
I don't like the way you speak ----------			
I am worried about other things ----------			
I'd rather give my attention to other activities -----			
I'd rather daydream or draw ----------			
I need to interrupt and stop you ----------			
I'll just pretend to listen ----------			
You are talking way too much time; I'm tired -----			

Scoring:

a. If you have just 2 or 3 check marks in the first column, you tend to be usually open-minded about listening.
b. If you have most of your check marks in the *Now and Then* column, that is not too bad. We all have slips from time to time.
c. If you have a lot of check marks in the last column, you need to work on your listening. Try to be a more receptive listener.

DISCUSSION

What did you find out about yourself? What one item needs work?

1998 M.K.Gee - LifeWork -for Gads Hill Center

Eight Communication Suggestions

1. Keep it simple: sentence structure, vocabulary, instructions

2. Speak clearly: clear tone, confident voice, normal speed

3. Use effective questioning: begin with yes/no and progress to "wh" (who, what, why, where, when); be specific and inclusive

4. Present appropriate information: sequentially, in small chunks

5. Provide feedback: positive, constructive, check for comprehension

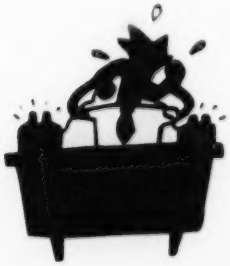
6. Demonstrate good listening skills: active, not passive

7. Be patient: repeat, use body language, make it visual

8. Walk in his/her shoes: language, education, attitudes, values

DISCUSSION

Describe in detail when you have used one or more of the suggestions.



1998 M.K.Gee - LifeWork -for Gads Hill Center

Communicating with Body Language

Are these examples of positive or negative body language?
What do they communicate in the work environment?

1. Making eye contact:

2. Yawning

3. Smiling:

4. Appropriate Dress:

5. Nodding

6. Posture:

7. Pointing:

8. Frowning:

9. Tapping Pencil.

10. Daydreaming:

1998 M.K.Gee - LifeWork -for Gads Hill Center

COMMUNICATING ON THE JOB

Employers state that communicating effectively and working well with supervisors and co-workers are major factors in job success. You will be suing your communication skills in the following role play situations.

Instructions: In teams of two, one person will be the new employee and the other person will be the supervisor or co-worker.

JOB SITUATION 1

After three weeks on the job, you (new employee) are still not clear about your job assignment. You need to ask your supervisor for a better understanding of the job responsibilities.

JOB SITUATION 2

It has been one month since you (new employee) started your job. You have not met many co-workers, feel a little isolated, and want to learn more about the company benefits. You have decided to approach a co-worker at lunch.

JOB SITUATION 3

You (the supervisor) have noticed that the new employee has been coming in late on a sporadic basis for the last three weeks. You need to find out if there is a problem and if the new employee understands company policy.

JOB SITUATION 4

There have been more and more mistakes in product and operations within your specific department, on all three shifts. The supervisor has presented this problem at a department meeting the day before and asked that you (new employee) and a co-worker be the department representatives in reporting back to him about options for resolution. You are now discussing this problem with your co-worker during break.

1998 M.K.Gee - LifeWork -for Gads Hill Center

Communicating Through Interviews

Practice your speaking and listening skills by conducting an interview with a business person, friend, or family member. Keep in mind your active listening tips and communication suggestions. Share the responses with your group.

Ask the following questions:

1. What is your job title?

2. How long have you been at your job?

3. What do you make and/or do?

4. How would you describe your job? What are the main duties?

5. What is the supervisory style at the company?

6. Do you work with a team of people?

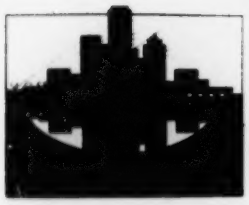
7. What changes are happening at work?

8. What skills do you need to perform the important tasks in your job?

9. How do you report your work? talk to your supervisor?

10. What kind of training have you had on the job?

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

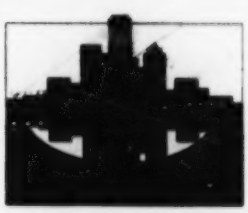
Developing the basic competencies most valued by employers

Course Mastery Checklist Name_____

THE ENVIRONMENT

Learning Objective (Competency)	Mastery at 80%-- ✓ & date	Non-Mastery comments
To compare the traditional and modern workplace and its changes		
To identify the necessary workforce skills and their link to occupations		
To describe expectations for and demonstrate responsible appearance,punctuality, and attendance		
To discuss learning and apply learning tips		
To identify and apply the ideas of knowing how to learn		
To become familiar with and acquire strategies for accessing company policies, procedures, and information		
To list ways to acclimate to a new work environment		
To determine methods for creating and maintaining cooperative work relationships		

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

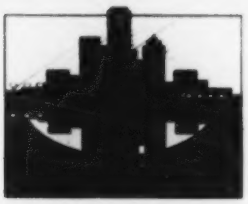
Developing the basic competencies most valued by employers

Course Mastery Checklist Name_____

THE PERSON

Learning Objective (Competency)	Mastery at 80%-- ✓ & date	Non-Mastery comments
To identify personal and professional strengths and preferences		
To formulate and understand linking of short and long term educational, professional, and personal goals		
To develop a working Career Portfolio		
To identify and discuss how learning styles function in the workplace		
To identify and discuss how left- and right-brain dominance functions in the workplace		
To focus on maintaining a positive attitude for work and home		
To connect personal qualities and job success		
To review appropriate job resume techniques		
To study and demonstrate interview preparation, questions, and tips		
To become familiar with making and receiving business telephone calls		
To develop and keep a simple budget		
To identify the value of nutrition and health for self, work, and family		
To provide ideas and methods for identifying, avoiding, and handling stress		
To develop time management skills		

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

Course Mastery Checklist Name_____

THE JOB

Learning Objective (Competency)	Mastery at 80%-- ✓ & date	Non-Mastery comments
To become acquainted with problem solving		
To apply the problem solving process to work and self		
To know how to make carefully planned and effective work and personal decisions		
To learn the purpose and aspects of a team		
To know roles on teams		
To recognize characteristics of effective, collaborative team members		
To identify barriers to and gather materials for communication		
To experience writing with a computer for work, home, and school		
To practice workplace writing		
To write clear, natural, and acceptable sentences		
To effectively fill out forms and applications for work, home, and school		
To enhance reading strategies for the workplace		
To develop effective listening skills		
To develop effective speaking skills		

1998 M.K.Gee - LifeWork -for Gads Hill Center

LifeWork

Learner Self Assessment

This self assessment tool can be used at the beginning of the course, revisited at course mid-point, and reviewed and re-evaluated at the end of the course.
Mark which face most applies to you.

	YES	SOMETIMES	NO
1. I am a good listener.	☺	😐	☹
2. I share my ideas in class.	☺	😐	☹
3. I come prepared to learn.	☺	😐	☹
4. I understand the importance of what I am learning.	☺	😐	☹
5. I like to come to class.	☺	😐	☹
6. I am learning new skills in class.	☺	😐	☹
7. I work hard in class.	☺	😐	☹
8. I can work with partners and a group well.	☺	😐	☹

One thing I am really good at is _____

_____

One thing I want to be better at is _____

_____

1998 M.K.Gee - LifeWork - for Gads Hill Center

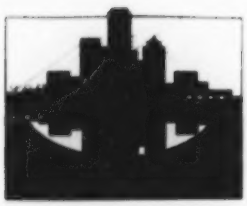
LifeWork

Instructor Self Assessment

Fill this out on a weekly basis to reflect upon, adapt, and enhance your teaching. Mark which face most applies to you.

	YES	SOMETIMES	NO
1. Am I accomplishing my objectives?	☺	😐	☹
2. Am I using effective teaching techniques?	☺	😐	☹
3. Do I review and re-teach as needed?	☺	😐	☹
4. Are my assessments authentic and ongoing?	☺	😐	☹
5. Are the learners always working towards mastery of the LifeWork learning objectives?	☺	😐	☹
6. Are my presentations interesting and enjoyable for myself and the learners?	☺	😐	☹
7. Is my teacher-learner interaction positive and supportive of learning?	☺	😐	☹
8. Do I have evidence that learning is occurring?	☺	😐	☹
9. Do I need to make changes in my teaching?	☺	😐	☹
10. Am I effectively pacing myself?	☺	😐	☹
11. Are the learners responding to and being challenged by me?	☺	😐	☹
12. Am I developing as an instructor in this program?	☺	😐	☹

1998 M.K.Gee - LifeWork -for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

Mid-point Course Evaluation

1. How is the course meeting your needs? _____

_____

2. How is the course NOT meeting your needs? _____

_____

3. What can the instructor do differently to help you more?

_____

4. I feel I could use more practice in _____

_____

5. I want to learn _____

_____

6. I am frustrated with _____

_____

7. One skill that I have recently learned and used is _____

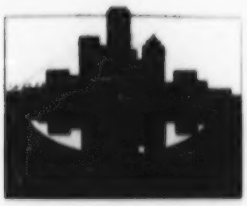
_____

8. Other comments

_____

_____

1998 M.K.Gee-LifeWork-for Gads Hill Center



LifeWork

Developing the basic competencies most valued by employers

LifeWork Program Evaluation

	Very Helpful	Good	Okay	Poor
The course was ...				
The activities were ...				
The instructor was ...				
Working in groups was ...				
The number of skills presented was ...				
Support from my classmates was ...				
The degree to which this LifeWork course has prepared me for a job is ...				
The transfer of the LifeWork course information to my personal life has been ...				
Through LifeWork, increased confidence in myself to pursue educational opportunities has been ...				

Other comments _____

_____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center

LifeWork

Focus Group Evaluation

Ask the following questions to groups of 8 - 10 to determine how effective the LifeWork course was as a program component.

1. What did you like about the course?

2. What are some things we can do to improve the course?

3. What were the strengths of the instructor? any weaknesses?

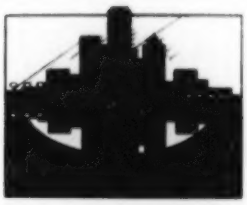
4. What activities did you find beneficial?

5. Which skills did you develop most?

6. Which skills do you think are most important to present?

7. Was the LifeWork curriculum appropriate for the training?

8. Would you recommend this course to a friend/co-worker?



LifeWork

Developing the basic competencies most valued by employers

Instructor Observation Checklist

Instructor _____ Date _____

	Yes	No	Comments
1. The learners understood what was wanted at all times			
2. All learners were interacting at some point			
3. Groupings were appropriate			
4. The instructor checks for and monitors comprehension			
5. The learning environment was positive			
6. The pacing and variety of the activities was appropriate			
7. The activities were from the LifeWork curriculum			
8. The instructor did not talk too much			
9. Instructor feedback was constructive and positive			
10. Learners were enthusiastic and interested			
11. Demonstration of learning was evident			
12. LifeWork Course Portfolios contain the appropriate materials			

Other Comments _____

_____

1998 M.K.Gee - LifeWork -for Gads Hill Center